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ABSTRACT

Based upon 1929-30 school year data gathered via questionnaires similar to those used in previous studies, this study presents statistical information on the status of teachers and administrators in rural schools (open-country schools or schools in towns and villages of fewer than 2,500 operating under a county superintendent). Specifically, this report includes the following statistical information: the present salary status of rural school teachers (salaries of white teachers employed in rural schools; salaries of Negro teachers employed in rural schools; salaries of principals in charge of rural schools for whites; salaries of principals in charge of rural schools for Negroes; salary trends in the rural schools; and salaries and salary trends of teachers in rural schools compared to those in urban schools); length of school term taught by teachers in rural schools; the educational status of the workers in rural schools (preservice preparation of rural teachers and preservice preparation of the principals in charge of the rural schools); experience status of persons employed in the rural schools (teaching experience of teachers of rural schools and the professional experience of the principals in charge of rural schools); the maturity status of the teachers of rural schools.

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Status of Teachers and Principals
Employed in the Rural Schools
of the United States

By

WALTER H. GAUMNITZ

Senior Specialist in Rural Education Problems
Office of Education



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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D. C., Sept. 30, 1931.

SIR: The National Education Association has frequently gathered and published data and other facts concerning the status and welfare of the personnel of the public schools. The studies giving such data have, by and large, been limited to schools located in population centers greater than 2,500. In order that similar types of information may be available for the 400,000 or more persons employed in the rural schools and in schools located in centers with fewer than 2,500 population, the United States Office of Education has from time to time gathered and published data concerning this group. It has now been five years since the last data dealing with the teaching personnel of rural schools were gathered. Previous bulletins have dealt primarily with the salaries paid in these schools. Since salaries are very closely related to such matters as length of the school term, extent of education, and accumulated professional experience, this study has been expanded to include data on these several aspects of the status of rural teachers. The salary situation can undoubtedly be better understood as more is known concerning some of these related factors. The backward condition of large numbers of our rural schools is known in a general way. As we come to learn more definitely the extent and the location of the factors involved in these conditions we can hope for more frequent as well as more intelligent attacks upon the problems entailed. To the end that we may know, for the Nation as a whole and by States, the actual standards and practices which obtain in the rural schools, this manuscript presents detailed data on the status of the professional personnel of the schools of rural communities. I recommend the publication of this manuscript as a bulletin of the Office of Education.

Respectfully submitted.

WM. JOHN COOPER,
Commissioner.

THE SECRETARY OF THE INTERIOR.

STATUS OF TEACHERS AND PRINCIPALS EMPLOYED IN THE RURAL SCHOOLS OF THE UNITED STATES

I. INTRODUCTION

The status of the teachers employed in the city schools is pretty well known. This is true, first, because administrative practices in the larger schools are fairly standardized. Most city school systems adhere to the practice of requiring two full years of teacher training beyond high-school graduation before a candidate is given a position in the elementary school, and they demand a college degree for entrance to high-school positions; many of them have fixed policies of employing comparatively few or no new teachers who have not had a year or two of teaching experience; term lengths in city schools do not vary greatly from 180 days. In the matter of salaries paid there is not such close agreement but definite salary schedules leave less to chance than in the rural schools.

The second reason the status of the city teacher is well known is that there has been much wider study of city school problems than of rural school problems. Many of the city school systems have definitely organized departments of research; they employ highly trained directors of research; and they study intensively all aspects of their schools. In addition to these research departments, students for graduate degrees have seemingly found the city schools more convenient (and more promising for future employment) as fields of research than the rural schools. But perhaps the most extensive source of information on the status of the teachers of city schools has been the very large number of research studies of the National Education Association. That organization has been interested particularly in the personnel problems of the city schools and has published many bulletins giving extensive statistical data on such matters as salaries, training, experience, tenure, and salary schedules.

The status of the 400,000 or more teachers employed in the rural schools is not so well known. Thus far, few research agencies have interested themselves in this field of public school education. Within rather wide limits local school boards of most rural communities still hire whom they please, agree among themselves concerning professional standards, and bargain with the candidates for the lowest possible salary rates. Often they also determine the number of months the local school shall be in session. When salary or term length minima are fixed by law they are frequently so low as to be ineffective.

Thus far there is little unanimity of practice in the rural schools. State and county regulations have in few cases fixed salary, training, and term-length standards for these schools equal to those obtaining for city schools. But even in these few instances it has been difficult to adhere strictly to such standards. Actual practices, generally speaking, vary considerably from the accepted standards and they are greatly different from those obtaining in the city schools. One reason for these differences is the absence of adequate information. Studies concerning the status of rural teachers have, by and large, been limited to counties or to States. Comparatively few data are available for the nation as a whole. It is believed that wider study and more publicity of the actual facts and the educational problems to which these facts point will more quickly lead to their solution. Only as educators and the public at large come to understand the actual conditions of the rural schools can they come to appreciate what these facts mean to the social and economic welfare of rural people.

It is well known that as a group the rural schools constitute a peculiar problem in American education. Since education has largely been administrated as a local district affair, and since the bulk of the wealth has in recent years been concentrated in the urban centers, the schools located in the open country and in the small population centers have more frequently suffered from undersupport than the city schools. As a group they have consequently fallen behind in the march of educational progress, and often they have actually retrogressed. With the passing of time society is giving a larger and larger task to the public school; the services expected of the school are growing in number and in complexity. The attention given to the professional status of the teachers who must be responsible for the realization of these services has too often lagged behind. This lag has been particularly noticeable in our rural schools. Under our present scheme of school administration and the increase in the tax burdens there have been insufficient funds to offer salaries which would attract and retain teachers who are trained and fitted for the work now demanded of the rural schools. It seems fitting, therefore, to ascertain just what the status of these teachers is in the several States in order that we may more intelligently determine what still needs to be done if these teachers are to become equal to the demands their tasks levy upon them.

It will be readily admitted that the status and quality of the teachers in charge of these schools to a large degree determine the character and the amount of the educational opportunity afforded the rural child. The factor which perhaps influences rural education more than any other is the salary paid to the teachers. Financial reward is a particularly potent force in determining who shall choose rural

teaching as an occupation; it fixes, by and large, the amount of time which shall be given to preparation for this field of service, and, to a large degree, it determines also how long the candidate shall continue to serve in the rural schools once she chooses to enter this field of work. The length of school term is also related to the salary offered but it is not necessarily determined by it. It will, therefore, be the chief purpose of this study to present facts concerning the salary status of the teachers of these schools. Facts concerning the other aspects of the status of rural teachers will also be presented. The related facts will, however, be less complete in character and given in somewhat less detail.

II. PROCEDURE AND SCOPE

From time to time the United States Office of Education has gathered and published¹ data showing the salaries paid to the teachers and administrative officers employed in the rural schools of America. For four years, 1921-1925, data concerning salaries in rural schools were gathered and published annually. A careful study of the fluctuations over the 4-year period revealed that the changes from one year to another were too small to warrant annual investigations. It was, therefore, decided that it would be a wiser policy to make such a study at intervals of five years. Such a period was believed to be short enough to keep the facts fairly up to date and long enough to show significant changes in trends. The school year 1929-30 rounded out the 5-year interval since the last study was made and the data presented in the present investigation are for that school year.

Since it was one of the objects of this study to gage the trends of the salaries paid in rural schools, care was taken, first of all, to gather the data in such a way as to insure comparability to the previous studies. Questionnaires similar to those used in the previous studies were prepared and sent to all county and other rural superintendents of schools, of which there were found to be a total of 3,496. They were requested to furnish data for all teachers and principals under their jurisdiction who were employed in open-country schools or in schools in villages and towns of fewer than 2,500 population. Data for those employed in population centers smaller than 2,500 are, therefore, not included in this study if the school systems of these

¹ Summers, Alex. *Salaries of Teachers in Rural Schools in 1922*. U. S. Office of Education, 1922. (Rural School Circular No. 5.)

— *The Salaries of Country Teachers in 1923*. Washington, Government Printing Office, 1924. (Rural School Leaflet No. 24, U. S. Office of Education.)

— *Salaries of Rural Teachers and Length of School Term in 1924*. Washington, Government Printing Office, 1926. (U. S. Office of Education, Rural School Leaflet No. 39.)

Gaumnitz, W. H. *Salaries and Salary Trends of Teachers in Rural Schools*. Washington, Government Printing Office, 1929. (U. S. Office of Education, Bulletin, 1929, No. 6.)

centers operate independently of the county superintendent. Data for schools in these independent villages and towns smaller than 2,500 population had to be excluded because county superintendents could not supply the facts. Accordingly, this study defines as rural schools those which are under the administrative supervision of county, district, or other superintendents of schools and which are located in the open country or in villages and towns of fewer than 2,500 population.

Wherever reference is made to county superintendents of schools it should be understood that for purposes of this study this term includes not only those school officials specifically designated as county superintendents, but that other superintendents chiefly in charge of rural-school administration are also included. These officials are known in Virginia as "division superintendents," in New York as "district superintendents," in Nevada as "deputy State superintendents," in Louisiana as "parish superintendents," and in the New England States as "union superintendents."

Because of the various factors which are involved in an adequate understanding of the salary situation, this study provides for certain refinements of data not safeguarded in the former studies and extends the investigation by gathering data on matters closely related to the salary problems. In previous studies no attempt was made to segregate data for white and colored schools. Since it was generally known that salary levels are much lower in the Negro schools than in the white schools, it was felt that data for both types of schools would be more accurate if data were gathered and tabulated separately. Besides it was felt that there was a need for more definite facts concerning schools for Negroes in rural communities. Very little is at present known about these schools. County superintendents of the 17 Southern States in which white and colored children are educated separately were therefore requested to fill in two questionnaires, one for white schools and another for Negro schools.

The questionnaire form used in previous studies provided for information concerning the average length of school term by types of schools. Since the lengths of school term vary a good deal within any given type of school and since this study deals with teachers rather than with schools, it was decided to request superintendents to array the teachers on a distribution of term lengths ranging from "70 days or less" at one extreme to "more than 190 days" at the other.

Data showing the educational status of teachers and principals of rural schools comparable by States and for the Nation as a whole are scarce and very incomplete. Because of the need for more facts along this line and because of the close relationship of salary problems

to the teacher's investment in her profession as represented in training, the present study presents data showing how much preservice training has been received by teachers employed in the various types of rural schools.

For much the same reasons that data showing the educational status of rural teachers are included in this study, it was deemed necessary to gather and present facts on the professional experience of these teachers. Amount of teaching experience is everywhere recognized as a factor which influences teaching proficiency, and for this reason it is commonly recognized in salary schedules. Because many persons enter the rural schools while very young the age of the teachers employed must also be regarded as important in the professional status of teachers. All these are to some extent recognized in this study although the data for some of these related matters are not as complete as those pertaining more directly to salaries.

One of the most important phases of this study is the section dealing with trends. This section will necessarily be limited to a comparison of salaries and term lengths because the scope of the former studies was limited to these points. Data for three different years will be compared, viz, 1921, 1925, and 1930. It will thus be possible to appraise trends for approximately a 10-year period. Of course there is no way of telling to what extent the identical schools are represented in the three studies and in the several groups into which these schools are classified. Shifts are constantly taking place among the schools. Schools which at one period are regarded as rural at another period are shifted into the urban group. These shifts are due to the incorporation and unincorporation of towns, to population increases, and to administrative shifts in school systems. Rural schools also shift from one class into another. The smaller schools are being consolidated into larger schools, and larger schools pass out of the jurisdiction of the county superintendent into the "independent" class. But since the total number of teachers for whom data are reported is large and distributed fairly proportionately among the States and among the several classes of rural schools it is believed that trend comparisons may be undertaken which have a high degree of validity.

In the gathering of data some difficulty was experienced with the definition of consolidated schools. These, it will be noted, are usually schools with three or more teachers located either in the open country or in villages and towns. The departments of education of many States and counties do not record data separately for the three types of rural schools employing three or more teachers as provided in the questionnaires used for this study, and therefore they found difficulty in reporting these data. Directions accompanying the questionnaire

attempted to define consolidated schools as those "formed by the union or combination of two or more district schools formerly existing separately, either with or without transportation." This definition obviously involved reference to the historical origin of schools which it is difficult to determine from the statistical records. It would probably be more accurate and meaningful for this salary study to combine all rural schools with three or more teachers under one head. But since consolidation has been one of the progressive movements in rural education concerning which students of education are constantly seeking more and better information, and since the former studies have attempted to present data separately for these schools, this study has also attempted to separate the data. Combinations of data for all larger rural schools can, however, be made readily by any who choose to do so. Data under the column headed "consolidated schools" should be used with the limitations noted.

Of the 3,496 superintendents of county and other large units of school administration to which the questionnaire was sent 1,935, or 55.3 per cent, reported data on the salaries paid in their schools. From some of the States 100 per cent replies were received; in a few the per cent of replies was so small as to be of dubious significance. This is particularly true in the case of colored schools. From Table 1 it may be seen that the percentages of replies were, generally speaking, higher from the Northern States than from the Southern States. The States of Delaware and Maryland proved notable exceptions. These States supplemented the reports of the county superintendents from the State departments, thus making the returns for some aspects of the study 100 per cent complete. Table 1 also presents data to show the scope of the salary section of this study on the basis of the number of teachers included in the report by types of schools. It will be seen that a total of 200,788 white teachers enter into this study, 38.1 per cent of which are employed in the 1-teacher schools.

PROCEDURE AND SCOPE

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TABLE 1.—Number of teachers employed in each of the five classes of rural schools for whites, as reported by county, district, and other rural superintendents

State	In 1- teacher schools	In 2- teacher schools	In schools having three or more teachers in open country	Incon- solid- ated schools	In schools having three or more teachers in vil- lages and towns	Total number of teach- ers re- ported	Total number of coun- ties in each State ¹	Total number of coun- ties re- port- ing	Per cent report- ing
1	2	3	4	5	6	7	8	9	10
Continental United States.....	76,623	19,423	16,990	30,957	56,795	200,788	3,496	1,035	55.8
Alabama.....	614	762	1,087	1,153	1,417	5,033	67	36	53.7
Arizona.....	100	68	317	60	199	744	14	9	64.3
Arkansas.....	1,002	800	382	313	938	3,435	75	32	42.7
California.....	1,373	594	982	928	1,885	5,762	58	47	81.0
Colorado.....	1,149	338	459	709	1,079	3,734	63	42	66.7
Connecticut.....	230	84	46	105	188	653	17	13	76.5
Delaware.....	163	50	---	196	---	409	8	8	100.0
Florida.....	132	132	56	269	910	1,499	67	28	41.8
Georgia.....	334	352	246	761	543	2,236	161	44	27.3
Idaho.....	457	346	254	36	737	1,830	44	28	63.6
Illinois.....	5,135	468	336	225	3,296	9,420	102	50	49.0
Indiana.....	1,366	434	393	2,883	1,154	6,230	92	57	62.0
Iowa.....	6,397	178	39	2,096	2,662	11,371	99	68	68.7
Kansas.....	5,365	654	353	634	2,571	9,457	105	78	74.3
Kentucky.....	1,891	426	225	438	289	3,269	120	44	36.7
Louisiana.....	111	232	240	486	1,125	2,194	64	24	37.6
Maine.....	1,020	294	73	69	605	2,063	130	84	64.6
Maryland.....	677	442	2,947	---	---	4,066	23	23	100.0
Massachusetts.....	245	172	23	248	694	1,262	75	55	73.0
Michigan.....	3,534	461	292	311	2,112	6,710	83	55	66.8
Minnesota.....	4,712	444	100	246	637	6,139	87	56	64.4
Mississippi.....	264	222	101	2,014	230	2,821	82	35	42.7
Missouri.....	2,661	154	86	916	1,046	4,663	114	41	36.0
Montana.....	1,778	184	19	107	866	2,954	56	40	71.4
Nebraska.....	3,071	239	47	206	1,138	4,701	93	50	53.8
Nevada.....	221	62	---	145	284	712	8	8	100.0
New Hampshire.....	344	130	84	36	392	936	52	32	61.5
New Jersey.....	319	282	250	415	2,075	3,350	21	20	95.2
New Mexico.....	391	218	140	240	331	1,320	31	20	64.5
New York.....	4,461	736	401	700	4,391	10,689	206	125	60.1
North Carolina.....	257	460	390	2,061	479	3,677	100	30	30.0
North Dakota.....	2,835	220	64	552	1,132	4,803	53	35	66.0
Ohio.....	2,473	682	404	2,568	4,353	10,410	88	57	62.5
Oklahoma.....	1,849	1,151	391	1,164	802	5,357	77	46	59.7
Oregon.....	1,152	492	275	260	1,296	3,476	36	26	77.8
Pennsylvania.....	3,797	816	581	1,452	4,380	11,026	66	37	56.1
Rhode Island.....	35	12	---	36	52	135	10	8	80.0
South Carolina.....	51	166	341	137	416	1,111	46	7	15.2
South Dakota.....	3,265	108	18	289	559	4,239	67	47	70.1
Tennessee.....	1,199	1,171	918	877	777	4,942	95	43	45.8
Texas.....	1,126	2,072	2,535	596	1,278	7,607	254	110	43.3
Utah.....	43	78	71	912	889	1,993	34	26	76.8
Vermont.....	705	158	9	16	512	1,400	82	62	75.6
Virginia.....	521	426	237	803	1,228	3,218	88	36	40.9
Washington.....	835	484	464	1,985	1,365	5,133	39	30	76.9
West Virginia.....	1,634	450	155	141	940	3,320	55	21	38.2
Wisconsin.....	4,506	657	209	112	2,229	7,613	72	84	78.0
Wyoming.....	823	62	9	91	364	1,349	23	16	69.6

¹ County, district, town, and other units of school administration.² Supplemented by a report from the State department of education.³ Indicates data for all schools employing 3 or more teachers except those located in Baltimore. Data could not be separated.

Table 2 presents data similar to those given in Table 1 but for Negro schools. It will be seen that of the 1,491 county and district superintendencies in the 17 Southern States where data for white and Negro schools are segregated, a total of 459, or 30.7 per cent, returned information. The Negro teachers for which data could be obtained totaled 13,481. Of these, 5,989, or 44.4 per cent, are employed in 1-teacher schools.

TABLE 2.—Number of teachers employed in each of the five classes of rural schools for Negroes as reported by county, district, and other rural superintendents

State	In 1-teacher schools	In 2-teacher schools	In schools having three or more teachers in open country	In consolidated schools	In schools having three or more teachers in villages and towns	Total number of teachers reported	Total number of counties in each State	Total number of counties reporting	Per cent reporting
1	2	3	4	5	6	7	8	9	10
Continental United States	5,989	3,453	1,548	870	1,621	13,481	1,491	459	30.7
Alabama	920	617	225	101	20	2,053	67	37	55.2
Arkansas	384	236	49	36	132	828	75	22	29.3
Delaware	53	28	-----	8	3	92	3	13	100.0
Florida	98	64	27	31	112	332	67	22	32.8
Georgia	447	176	30	25	69	747	161	35	21.7
Kentucky	307	46	15	-----	24	392	120	33	27.5
Louisiana	332	176	55	-----	117	680	64	20	31.2
Maryland	362	220	217	-----	-----	799	23	23	100.0
Mississippi	685	470	142	165	40	1,702	82	29	35.3
Missouri	158	6	-----	46	16	226	114	34	29.8
North Carolina	263	310	216	47	127	963	109	28	28.0
Oklahoma	264	140	39	73	75	581	77	40	51.9
South Carolina	184	202	124	39	162	710	46	8	17.4
Tennessee	27	196	68	184	147	802	16	20	27.3
Texas	346	192	101	24	49	712	254	45	17.7
Virginia	526	356	224	66	168	1,340	88	36	40.9
West Virginia	173	88	25	6	50	382	55	18	32.7

1 County, district, and other units of school administration.

2 Data supplemented by report of the State department of education.

3 Includes data for all schools employing three or more teachers except those located in Baltimore. Separate data could not be obtained.

These questions logically obtrude themselves at this point: Are the data presented in this study representative of the status of rural teachers in general? Do they paint a true and accurate picture of the salary situation in the rural schools of the United States and of the various factors which condition these salaries? Do they fairly describe the personnel of the rural schools as concerns such considerations as lengths of annual school term taught by these teachers, institutional training received, amount of professional experience acquired, and proportionate numbers of very youthful age? An attempt will be made in the following paragraphs to throw some light upon these questions as concerns the data for the Nation as a whole. For the individual States the representativeness of the data can in some cases

be checked by comparing the data in this study with those published in the annual reports of the State superintendent of public instruction. Because of the number of States involved and the limited space available such comparisons will not be undertaken here.

As pointed out above the very large number of rural school employees reported to this study, coupled with the fact that some reports were received from every State in the Union, may be regarded as evidence that the study is representative of the total situation. The questionnaire was sent to all the superintendents of rural schools of the Nation. So far as is known there is nothing in the procedure used in gathering these data that would introduce a selective factor. It is possible that a larger proportion of the superintendents in whose jurisdiction the status of the rural school personnel measures up well to commonly accepted standards responded to the questionnaire than is true of those school officers whose teachers show up more poorly. But there is no way by which such a selective factor, if present, can be evaluated or controlled. Most questionnaire studies are more or less subject to errors resulting from the disposition of respondents to reply more readily if they are sure they can make a good showing.

There are several ways through which some further evidence may be adduced to show the general representativeness and validity of the study. Some information may be had by comparing with each other the proportionate number of cases reported in each section of the study. For example, if there is a close comparison between the data showing salaries and those showing education in such a matter as the proportion of the entire number of teachers who are either white or Negro then we must conclude that these facts were consistently and accurately reported.

Table 3 was prepared with the purpose of showing how the proportions of white and Negro teachers compare in the four major parts of the study. It will be seen that these proportions vary by only about 1 per cent. When the proportions of the two races vary as little as is here indicated it may safely be concluded that the data were fairly consistently reported. As to their accuracy other statistical sources show that of all the teachers in the United States Negro teachers comprise about 8 per cent. It will be noted that this figure is slightly higher than those found in Table 3. It must, however, be remembered that in the latter case urban as well as rural teachers are included. It should also be borne in mind that of the counties maintaining separate schools for Negroes only 30.7 per cent returned usable data, whereas for the white teachers of these same counties computations show that 40.3 per cent made reports. A few of these counties possibly had no Negro schools within their borders, but the difference is sufficient to indicate that a somewhat larger proportion of Negro than white teachers was left out of this study. To the

extent to which those not reported were not representative of the whole group, that is to say, that to the degree that they were either superior or inferior in salaries received, in lengths of school term taught, in education, etc., to that degree the study fails of being truly representative of the whole situation.

TABLE 3.—*Proportion of white and Negro teachers reported in each of the four major sections of the study*

Major sections of study	Number of teachers reported			Per cent of teachers in each		
	White	Negro	Total	White	Negro	Total
1	2	3	4	5	6	7
Salary section.....	200,788	13,481	214,269	93.7	6.3	100.0
Term-length section.....	183,780	10,753	194,533	94.5	5.5	100.0
Education section.....	156,809	8,633	165,442	94.8	5.2	100.0
Experience section.....	150,182	9,907	160,089	93.8	6.2	100.0

In view of the fact that the totals of the number of teachers reported for the several sections of the study vary considerably it is surprising to find such close agreement in the proportions of white and colored. This fact in itself may be regarded as evidence of the representativeness of these data of the situation as a whole.

If for each section of the study the proportion of teachers in each class of rural schools is compiled, Table 4 shows that the percentages are approximately the same for each section of the study. In no case do the percentages in a given class vary by as much as 3 per cent section for section. That is to say that the proportion of teachers of 1-room schools reported for the section of the study dealing with salaries is approximately the same as that in the term-length section, or in the section showing the education of this class of rural teachers.

TABLE 4.—*Number and per cent of teachers in each of the five classes of rural schools reported in each of the four major sections of the study*

Major sections of study	1-teacher schools		2-teacher schools		Schools with 3 or more teachers in open country		Consolidated schools		Schools with 3 or more teachers in villages		All classes of rural schools	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
1	2	3	4	5	6	7	8	9	10	11	12	13
Salary section.....	82,612	38.6	22,876	10.7	18,538	8.6	31,827	14.9	58,416	27.2	214,269	100
Term-length section.....	74,679	38.4	20,096	10.3	13,996	7.2	29,833	15.3	55,929	28.8	194,533	100
Education section.....	64,611	39.1	17,077	10.3	11,074	6.7	25,802	15.6	46,878	28.3	165,442	100
Experience section.....	62,650	39.1	16,922	10.6	14,074	8.8	24,291	15.2	42,152	26.3	160,089	100

This similarity in the percentages indicates that although the total number of teachers reported for the several sections of the study varied considerably the distributions between the classes do not greatly vary. The superintendents obviously reported accurately the facts in so far as they had them. It may be assumed that the facts concerning salaries were more readily available than the other types of data investigated, but that in each case the data are representative of the situation as a whole.

Another check upon the representativeness of the data presented in this study may be had by a comparison of the percentages of teachers in the several classes of rural schools cited in Table 4, with comparable percentages found in a previous study. In a questionnaire study² by the United States Office of Education in 1925 to which more than three-fourths of the county and other rural superintendents responded the following percentages of teachers were reported as employed in each of the several classes of rural schools: 1-teacher schools, 43.5; 2-teacher schools, 11.4; schools located in the open country and employing three or more teachers, 6.4; consolidated schools, 15.3; and village schools, 23.4. It will be noted that the respective percentages for the two studies are about the same except that there is a small decrease in the proportion of teachers of 1-room schools and relatively equal increases in the proportions of teachers employed in the larger rural schools. The increase in the proportion of teachers of village schools is considerable. Since a 5-year period elapsed between the two studies these differences are easily accounted for by the elimination of small schools and the related trend toward consolidation and the growth of the schools located in the villages and towns. The increase in the proportion of teachers of village schools is undoubtedly in part due to the popularization of secondary education.

Since the two studies are separated by a 5-year interval and since most of the differences in the percentages have been shown to be due to specific educational changes the very close similarity of the respective proportions for the two periods seems to establish the present study as representative of the actual distribution of these teachers. It should be emphasized at this point that in connection with the 1925 study 76.7 per cent of the counties and other major units of rural school administration reported whereas in the present study only 55.3 per cent reported. Since there is such close agreement between the two studies despite the great difference in proportion of reports included there is considerable evidence here that the present study is representative. It is unlikely that the same factors of selectivity asserted themselves in the two studies. Neither can the similarity in distribution be explained as a matter of chance. It seems

² Gaumnitz, W. H. *Salary and Salary Trends of Teachers in Rural Schools*. Washington, Government Printing Office, 1929, p. 40. (U. S. Office of Education, Bulletin, 1929, No. 5.)

fair to conclude that the data presented in this study show a true picture of the status of rural teachers as a whole.

If, as is indicated by the above line of inquiry, the various sections of the study are representative of the status of rural teachers in the United States the study reveals a great many interesting facts which ought to be challenging to those who are interested in equalizing the educational opportunities of the childhood of America. If for any reason the data lack representativeness, the study still affords those interested in the education of rural children a vast body of definite facts. The data have been recorded faithfully and accurately as reported by the superintendents who are administratively responsible for these schools and they have been presented in such detail by States and by types of schools that they can be readily utilized in State and regional investigations of the problems of rural education.

Although these tables show that from some of the States the data are very incomplete, especially as concerns Negro schools, it is believed that the very large numbers of teachers involved provide a fairly representative picture of the true status of the teachers employed in the rural schools. Such an assumption is certainly justified for the Nation as a whole. It is also probably true that the data constitute a fair portrayal of the situation in most of the individual States. In any event detailed data are presented in the tables to show the extent to which the facts upon which the study is based are complete. Since in some sections of the study, other than those dealing directly with salaries, less complete data were available, additional facts showing these deficiencies will be noted.

It should probably be pointed out at this juncture that the data upon which salary medians were computed for 1921 were based upon returns from 43.1 per cent of all the counties. Those computed for the year 1925 were based upon returns from 76.7 per cent of the counties. So far as completeness is concerned, therefore, the present study assumes an intermediate position.

III. THE PRESENT SALARY STATUS OF TEACHERS OF RURAL SCHOOLS

It is the purpose of this section of the study to show statistically the salaries paid in the rural schools of the United States during the school year 1929-30. As will be seen from the questionnaire reproduced in the appendix the salary data were gathered in intervals of \$100. The salary tables were, therefore, in general, arranged to group the teachers on the basis of \$100 differentials. Teachers receiving an annual salary of less than \$300 were reported and are presented together in the columns headed "Less than \$300." Since very few teachers in one and two teacher schools are found getting

salaries in excess of \$2,000, those receiving more than this amount are lumped together under columns headed "\$2,000 or more." Teachers in schools located in the open country and employing three or more teachers were not found sufficiently frequently in the higher salary brackets to warrant distributing the data for those paid in excess of \$2,500. They are, therefore, grouped together and shown in columns headed "\$2,500 or more." Tables for the two classes of teachers remaining, as well as those showing the distributions for the several classes of school principals, are arranged to show salaries in \$100 intervals up to \$3,000 and in \$500 intervals between \$3,000 and \$4,000. In these large rural schools the data for teachers receiving more than this amount are included in the columns headed "\$4,000 or more."

Salaries of white teachers employed in rural schools.—Tables 5 to 9, inclusive, give the salary distributions by States for teachers of five classes of rural schools for whites. They should be read as follows, using Table 5 as an example: 204 teachers employed in the white 1-room schools of the United States were reported as receiving a total annual salary of less than \$300; 767 teachers were paid between \$300 and \$399; 2,532 were paid between \$400 and \$499, etc. The tables show that in all classes of rural schools there are some teachers who receive a salary of \$300 or less per school year. They show that most of the teachers in the lower salary brackets are in the one and two teacher schools, and they show that in most States there is a wide range between the lowest salary paid and the highest salary.

To conserve space it was decided not to present the data given for each of the several classes of teachers in Tables 5 to 9, inclusive, in per cents. Such percentages can, however, readily be found by anyone interested. The total numbers of white teachers for whom data were reported are given by States in Table 1 and the numbers of teachers in each State receiving various salary amounts are found in these distribution tables. If such percentages were found they would reveal, especially in the one and two teacher schools, that in some States there are large proportions of teachers who still receive very low salaries. For the Nation as a whole, for example, it was found that 4.6 per cent of teachers employed in the white 1-teacher schools still receive less than \$500 in salary per year. Computations for many of the States would, of course, reveal much larger percentages.

TABLE 5.—Salaries of white teachers in 1-teacher schools by States, as reported by county, district, and other rural superintendents in 1929-30

State	Less than \$300	\$300 to \$399	\$400 to \$499	\$500 to \$599	\$600 to \$699	\$700 to \$799	\$800 to \$899	\$900 to \$999	\$1,000 to \$1,099	\$1,100 to \$1,199	\$1,200 to \$1,299	\$1,300 to \$1,399	\$1,400 to \$1,499	\$1,500 to \$1,599	\$1,600 to \$1,699	\$1,700 to \$1,799	\$1,800 to \$1,899	\$1,900 to \$1,999	\$2,000 or more
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Continental United States	204	767	2,532	4,959	11,161	13,178	18,674	13,278	5,522	2,862	1,009	986	433	242	91	31	48	9	37
Alabama	2	54	237	211	40	28	22	9	2	5	1	2		1					
Arizona				1			1	1	3	2	22	52	7	6	2		1	1	1
Arkansas	94	195	264	192	108	60	43	35	5	1	2		2						
California								2	24	15	357	482	225	138	55	24	17	6	28
Colorado	2		8	11	68	138	320	425	94	56	19	6	2						
Connecticut								20	120	53	20	12	2	3					
Delaware					6	18	36	53	26	17	7								
Florida	9	3	20	17	32	16	22	2	2	8	1								
Georgia	35	127	145	15	3	6		1	2										
Idaho			1	2	21	39	121	104	92	51	17	9							
Illinois		2	66	298	744	1,023	1,478	772	440	208	67	24	5	7	1				
Indiana							739	246	321	44	8	2	3		1				2
Iowa			40	779	1,586	2,200	1,356	407	20	8	1								
Kansas			24	254	1,678	1,345	1,428	362	218	36	16	2	1		1				
Kentucky		126	713	487	480	196	59	25	3								2		
Louisiana			1	4	10	25	22	19	4										
Maine		2	95	289	288	231	54	42	12										
Maryland				2	11	2	30	18	319	104	111	39	20	7	5		1		
Massachusetts						4	40	103	50	21	17	2	7		1		9		
Michigan				3	26	319	859	1,348	501	316	98	44	10	6			3	1	
Minnesota		9		172	928	1,583	1,306	562	101	28	16	4	1	1	1				
Mississippi	3	64	84	73	30	7	3												
Missouri	12	42	273	612	982	428	228	40	37	5	2								
Montana	2	8	16	27	25	74	445	750	215	162	41	10	2	1					
Nebraska		2	27	126	581	941	731	568	70	14									
Nevada					2	3	13	27	45	59		22	8	5	1	1	2		1
New Hampshire					3	15	130	166	24	8									
New Jersey						1	7	33	106	73	43	24	10	13	7	1	1		
New Mexico				47	41	110	69	87	26	5	1								
New York						161	398	1,822	854	688	331	92	69	25	11	3	5		2

North Carolina.....	12	15	63	104	30	10	23												
North Dakota.....		1	4	405	791	909	543	169	6	4	3								
Ohio.....							1,117	897	344	59	23	11	13	5	2	1	1	1	
Oklahoma.....		5	6	49	281	327	574	303	131	81	45	25	11	8	1	1	1		
Oregon.....					12	133	297	370	153	128	36	22	1						
Pennsylvania.....					514	167	2,594	311	107	55	23	9	6	2			5	1	3
Rhode Island.....						9	3	10	3	9	1								
South Carolina.....				6	2	27	2	13	1										
South Dakota.....			1	7	198	580	1,151	1,110	150	49	12	5		1	1				
Tennessee.....	28	30	243	349	368	154	18	5	1	2	1								
Texas.....	5	61	104	193	196	181	108	101	52	38	16	8	1	2					
Utah.....			2	2	1	6	11	11	7	3									
Vermont.....				4	308	299	74	15	4	1									
Virginia.....		20	229	87	139	34	8	2	1	1									
Washington.....				5	13	32	53	198	213	185	82	36	14	4					
West Virginia.....			63	118	223	339	657	188	26	14		5		1					
Wisconsin.....					309	798	1,172	1,412	449	221	98	30	11	6					
Wyoming.....				2	68	203	247	216	40	19	20	6		2					

1 19 receive between \$2,000 and \$2,499; 6 receive between \$2,500 and \$2,999; 1 receives between \$3,000 and \$3,999; and 2 receive \$4,000 or more.

TABLE 6.—Salaries of teachers in 2-teacher schools for whites, by States, as reported by county, district, and other rural superintendents in 1929-30

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TEACHERS AND PRINCIPALS OF RURAL SCHOOLS

State	Less than \$300	\$300 to \$399	\$400 to \$499	\$500 to \$599	\$600 to \$699	\$700 to \$799	\$800 to \$899	\$900 to \$999	\$1,000 to \$1,099	\$1,100 to \$1,199	\$1,200 to \$1,299	\$1,300 to \$1,399	\$1,400 to \$1,499	\$1,500 to \$1,599	\$1,600 to \$1,699	\$1,700 to \$1,799	\$1,800 to \$1,899	\$1,900 to \$1,999	\$2,000 or more
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Continental United States.....	118	402	1,129	1,717	2,070	1,953	2,862	2,904	2,046	1,475	1,088	651	407	247	161	61	88	13	41
Alabama.....	2	48	237	234	100	40	14	46	16	6	10	9							
Arizona.....									1	4	33	7	17	5			1		
Arkansas.....	26	116	159	124	129	85	75	40	14	18	5	5	2						
California.....				1				2	2	5	38	125	153	119	64	20	24	4	111
Colorado.....				3	2	2	25	83	68	68	51	17	13	3	1	1			
Connecticut.....								1	27	17	16	12	8	1	1	1			
Delaware.....						7	14	10	6	5									
Florida.....		8	9	16	18	14	21	19	17	6	5	4	1						
Georgia.....	25	94	141	54	12	12	3	2	2	2	2	4	1						
Idaho.....			1		1	8	29	84	81	80	42	17	3						
Illinois.....		1	5	14	35	39	111	88	59	47	36	24	6	2		1			
Indiana.....							138	107	143	33	11		2						
Iowa.....				5	22	52	48	36	9	4	1			1					
Kansas.....				8	65	74	173	137	96	57	21	15	3	3	1		1		
Kentucky.....		7	49	87	121	97	41	15	6	1	1			1					
Louisiana.....		5	11	20	48	69	26	26	8	14	5								
Maine.....			2	27	61	98	41	42	8	8	2						2		
Maryland.....					4			12	33	94	78	101	41	27	7	13	2	10	
Massachusetts.....							1	3	44	37	45	25	10	6		1			
Michigan.....						11	48	127	92	84	54	28	7	4	2	1		1	2
Minnesota.....					20	44	117	155	45	28	25	9	1						
Mississippi.....	2	12	38	82	67	10	6	5											
Missouri.....			12	22	41	30	37	3	9	1	2		1	1	2	2			1
Montana.....							12	54	34	58	17	7							
Nebraska.....				1	4	26	43	106	34	16	8		1						
Nevada.....								3	1	10	8	16	9	6	4		2		1
New Hampshire.....							8	86	29	7									
New Jersey.....							4	10	33	55	75	49	23	14	10	3	2	1	3
New Mexico.....				39	12	48	38	57	16	8									
New York.....						5	8	121	139	145	146	67	44	32	12	7	5	2	3

North Carolina.....	17	41	97	147	65	46	30	7	9			1							
North Dakota.....					12	15	40	99	16	28	4	2	2	1		1			
Ohio.....							165	168	156	32	21	20	9	5	3	1			2
Oklahoma.....				12	156	92	257	188	165	87	71	34	13	16	10	1	31	4	14
Oregon.....					5	33	86	157	101	59	27	19			2		2		1
Pennsylvania.....					43	80	346	140	97	49	25	13	13	3	5		2		
Rhode Island.....								3	2	5	2								
South Carolina.....				6	10	94	35	20	1										
South Dakota.....					3	6	16	40	29	6	7	1							
Tennessee.....	43	32	152	245	410	169	53	12	7	4	2		2						
Texas.....	3	27	86	452	377	412	346	153	131	58	14	5	2	4	2				
Utah.....				3	7	16	16	12	8	7	4	3	1	1					
Vermont.....					27	92	28	11											
Virginia.....		11	88	99	154	43	22	5	4										
Washington.....						5	23	74	83	115	80	55	19	9	4	4	4	1	2
West Virginia.....			2	16	31	64	223	62	20	3	24	3		2					
Wisconsin.....					8	19	70	181	81	101	46	27	14	6	1		2		1
Wyoming.....						3	11	12	5	13	10	6	1	1					

¹⁴ receive between \$2,100 and \$2,199 and 1 between \$2,200 and \$2,399.

¹² receive between \$2,000 and \$2,099 and 2 between \$2,100 and \$2,199.

TABLE 7.—Salaries of teachers in schools for whites employing three or more teachers and located in the open country, as reported by county, district, and other rural superintendents in 1929-30

State	Less than \$300	\$300 to \$399	\$400 to \$499	\$500 to \$599	\$600 to \$699	\$700 to \$799	\$800 to \$899	\$900 to \$999	\$1,000 to \$1,099	\$1,100 to \$1,199	\$1,200 to \$1,299	\$1,300 to \$1,399	\$1,400 to \$1,499	\$1,500 to \$1,599	\$1,600 to \$1,699	\$1,700 to \$1,799	\$1,800 to \$1,899	\$1,900 to \$1,999	\$2,000 to \$2,099	\$2,100 to \$2,199	\$2,200 to \$2,299	\$2,300 to \$2,399	\$2,400 to \$2,499	\$2,500 or more
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Continental U. S.	23	159	631	1,120	1,387	1,245	1,759	1,817	1,591	1,430	1,583	1,335	780	646	515	242	278	101	113	52	49	24	44	66
Alabama.....		42	225	323	78	84	88	87	49	42	19	18	5	18	2	3	1	1	1				1	
Arizona.....									10	29	57	78	36	27	33	24	22		1					
Arkansas.....	4	32	52	61	78	37	47	24	15	8	12	4	2	1	1				1					1
California.....								6		3	42	152	213	197	145	63	62	14	14	6	5	2	10	18
Colorado.....	1						2	65	90	74	60	34	34	25	27	9	14	5	3	1	6	1	1	17
Connecticut.....								1	18	17	2	7	1											
Florida.....								4	6	1	4	1												
Georgia.....	9	42	106	37	22	17	1	3	1	1	1	6												
Idaho.....					4	4	27	56	46	45	25	21	11	6	5	2	1							
Illinois.....				1	24	42	48	93	33	23	13	18	16	8	7		2	3	1	1	1		2	
Indiana.....							73	88	91	26	44	8	16	23	5	12	2	1	2				1	1
Iowa.....				5		4	9	11	10	2	2			1										
Kansas.....				14	17	32	67	51	38	20	27	19	10	8	2	8	2	3	2	2	2	2	2	2
Kentucky.....		3	23	27	36	30	38	21	14	8	3	10	1	6	1		1		3		1			
Louisiana.....		4	10	8	14	44	62	35	16	13	6	6	1	1										
Maine.....				1	2	19	3	13	12	5	5	4	2	5	1					1	1	1		
Maryland.....					2	3	19	198	280	458	665	462	195	161	147	63	84	49	51	23	17	16	17	437
Massachusetts.....							2		6	6		1												
Michigan.....						4	11	59	54	32	40	48	13	12	11	3			5		1		1	
Minnesota.....						4	9	30	24	17	9	6	1											
Mississippi.....		1	16	42	19	12	4	1	6															
Missouri.....			1	5	9	26	20	10	7	3	5													
Montana.....								2	3	4	6	4												
Nebraska.....							10	20	3	9	1	3				1								
New Hampshire.....								10	11	1	5	3	1						1	1			1	
New Jersey.....						5	13	33	1	38	39	25	21	12	8	5	2	2	1	1		3		
New Mexico.....					1	11	20	49	28	7	6	11	2	4										1
New York.....						2	13	26	39	82	48	35	36	50	13	21	10	5	8	5		2	16	
North Carolina.....	5	19	31	68	86	63	73	23	12	3	6													
North Dakota.....						1	12	31	7	5	2	3	2		1									

TABLE 8.—Salaries of teachers of rural, consolidated schools for whites, by States, as reported by county, district, and other rural superintendents in 1929-30

State	Less than \$200	\$200 to \$300	\$300 to \$500	\$500 to \$700	\$700 to \$900	\$900 to \$1,000	\$1,000 to \$1,200	\$1,200 to \$1,500	\$1,500 to \$1,700	\$1,700 to \$2,000	\$2,000 to \$2,500	\$2,500 to \$3,000	\$3,000 to \$3,500	\$3,500 to \$4,000	\$4,000 to \$4,500	\$4,500 to \$5,000	\$5,000 to \$5,500	\$5,500 to \$6,000	\$6,000 to \$6,500	\$6,500 to \$7,000	\$7,000 to \$7,500	\$7,500 to \$8,000	\$8,000 to \$8,500	\$8,500 to \$9,000	\$9,000 or more							
Continental United States	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Alabama	11	125	509	1,117	2,034	1,760	3,525	4,611	3,840	2,808	2,710	2,160	1,501	1,250	783	425	403	180	24	128	133	74	133	73	44	42	22	6	45	9	6	
Arizona		27	144	247	145	87	116	150	64	50	27	29	6	9	1	3	11	2	18	5			7	1								
Arkansas		19	26	23	84	22	42	40	20	13	11	6	1	5	4	2	2	18	4	5												
California						1	1	1	1	1	2	51	102	91	213	142	32	32	40	80	18	27	26	31	12	9	11	2		11	1	
Colorado						1		2	46	135	146	103	101	42	30	20	20	24	4	6	4		3	6	5	2	1			4	1	
Connecticut									24	17	26	6	15	5	2	1		1			3											
Delaware						12	40	48	38	50	6	1					1															
Florida		12	68	47	4	6	19	11	88	50	6	1					1															
Georgia		10	95	86	308	40	42	51	21	22	8						4															
Idaho						1	4	10	7	4	6							1	9													
Illinois	2		2	1	6	18	23	37	35	35	31	17	7																			
Indiana									360	304	326	469	254	217	113	92	28	20	13	16	7	9	1	3	3	2						
Iowa						3			361	279	258	318	174	92	64	33	4	12	10	16	9	14	5	14	15	5	2	2	1	4		
Kansas			1	4		12	53	163	62	40	54	46	39	18	9	5	6	3	2	2	2	1										
Kentucky			6	41	68	63	63	95	54	24	2	2	3	6			9															
Louisiana			2	2	37	34	137	94	91	31	22	15	5	1	1		3	2	1	3	1											
Maine				5	5	17	13	14	2	2																						
Massachusetts																																
Michigan									3	10	41	43	53	26	45	11	5	5	3	1	2											
Minnesota						5	7	41	54	34	27	16	38	22	7	6	10	2	2	2	3											
Mississippi						8	7	60	23	53	38	33	11	3	7	2	1	1														
Missouri	8	4	189	384	505	203	220	155	114	66	65	15	18	4	12	3	15	1	18	1	3	1	5	2	1							
Montana			3	44	156	185	87	44	246	185	87	44	19	34	6	8	9	4	9	1	10	1	1	2	3	1	1					
Nebraska						2	28	36	18	10	6	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Nevada					1	13	24	55	29	22	14	33	3	4	2	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	

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TABLE 9.—Salaries of teachers in schools for whites employing three or more teachers located in villages and towns, by States, as reported by county and other rural superintendents in 1929-30

State	Less than \$300	\$300 to \$399	\$400 to \$499	\$500 to \$599	\$600 to \$699	\$700 to \$799	\$800 to \$899	\$900 to \$999	\$1,000 to \$1,099	\$1,100 to \$1,199	\$1,200 to \$1,299	\$1,300 to \$1,399	\$1,400 to \$1,499	\$1,500 to \$1,599	\$1,600 to \$1,699	\$1,700 to \$1,799	\$1,800 to \$1,899	\$1,900 to \$1,999	\$2,000 to \$2,099	\$2,100 to \$2,199	\$2,200 to \$2,299	\$2,300 to \$2,399	\$2,400 to \$2,499	\$2,500 to \$2,599	\$2,600 to \$2,699	\$2,700 to \$2,799	\$2,800 to \$2,899	\$2,900 to \$2,999	\$3,000 to \$3,499	\$3,500 to \$3,999	\$4,000 or more		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32		
Continental United States	4	93	294	782	1,070	2,304	4,181	8,265	6,404	6,076	5,585	5,582	4,382	3,338	2,065	1,269	1,432	722	795	316	309	145	252	179	106	91	50	27	123	38	16		
Alabama			5	67	205	151	129	73	208	150	142	104	62	29	25	10	15	12	4	6	4	5	7	1	1					2			
Arizona										6	12	69	36	23	19	7	5	14	3	1	2	1	1	2						1			
Arkansas		8	29	57	235	112	70	210	30	57	21	31	8	14	4	1	12	1	6		1	1	6	1						1			
California				1							5	95	255	385	375	230	108	103	82	82	36	46	13	27	25	10	8		1	4	4	2	
Colorado	1					2	2	1	42	169	147	209	135	128	96	40	28	30	8	13	7	7	2	5	1			2					
Connecticut			1	3						27	19	29	39	26	14	13	4	4	2														
Florida		7	5	31	104	54	128	134	117	108	72	67	30	19	5		6	5															
Georgia		51	84	114	108	57	32	20	22	4	5	20	2	9		1	12	1	12	1	15		1							1			
Idaho					10	5	48	121	102	118	108	86	49	35	14	8	9	4	6	3	2	1											
Illinois	1	3	1	21	108	142	306	564	300	472	228	237	242	196	71	54	63	26	39	25	17	5	6	19	5	1	3	2	8	8	1	1	
Indiana							117	164	244	108	156	100	115	57	45	6	17	6	10	3	2	1	1	1						1			
Iowa			2	1	1	46	87	506	322	480	266	366	159	99	55	60	53	34	37	9	11	10	13	7	13	6	4	1	10	3	1		
Kansas			1	3	1	10	80	242	713	244	228	160	322	178	111	69	33	59	16	27	10	12	9	15	5	15	2	2		1	3		
Kentucky	4	18	37	46	35	28	47	38	8	16	3			2																			
Louisiana				1	19	149	194	282	175	113	67	70	8	17	7	2	11	2	1	1													
Maine		1		6	14	117	108	80	90	52	46	23	17	10	4	6	3	5	5	3	6	2	3	1						1			
Massachusetts						2	9	59	124	120	114	80	76	47	17	12	13	7	2	3	2												
Michigan				1		32	129	330	314	310	244	228	150	93	55	29	47	23	24	14	13	8	15	16	9	9	4	1	16	4			
Minnesota					2	8	35	125	99	123	37	72	34	26	16	9	14	5	12	4	7												
Mississippi	1	1	1	7	24	26	22	61	21	31	6	8			1																		
Missouri			2	18	136	139	209	74	119	104	84	30	25	16	5	7	22	3	10	3	1	1	27	2	2	5	1		1				
Montana					1	2		1	26	102	193	141	144	82	62	27	36	22	2	6	4	6	1	2	2	1	2						
Nebraska		1			6	28	84	335	112	124	113	125	49	40	13	8	12	51	14	4	4	2	4			1	3		1	2	1		
Nevada	1				1	1		1		3	17	18	35	57	53	18	16	24	12	6	1									1	3		
New Hampshire						1	5	66	123	68	48	21	20	10	5	7	5	3	1	2	1	2	1	1	1	1	1		1				

New Jersey				1		41	17	85	177	243	263	301	287	200	96	128	99	79	19	13	14	7	8	6	4	3	1	5	8	5	
New Mexico			16	7	22	24	67	41	34	12	32	7	18	18	16	13	2	1	1												
New York				1		6	4	46	164	259	524	702	826	512	402	283	207	116	115	32	47	26	26	19	15	5	12	7	25	8	2
North Carolina			3	22	28	65	95	81	96	28	16	12	11	7	5		5	1	3			1	1	1							
North Dakota					6	5	34	327	144	172	151	84	60	29	23	13	31	10	14	5	10	3	3	2	2		3	1			
Ohio						9	238	734	642	388	459	443	416	364	202	101	111	46	57	36	26	17	16	13	4	13	6		9	3	
Oklahoma					12	95	192	191	97	83	28	25	9	15	4	16	15	2	11	1	1	2									
Oregon				2	2	1	13	244	188	236	296	136	44	33	15	8	31	5	10	5	5	1	7	2	1	4		1	6		
Pennsylvania					35	43	478	779	519	510	449	439	309	222	137	136	109	69	59	33	15	6	9	8	5	3	2		4	2	
Rhode Island							4	11	18	11	3	1	2			1					1										
South Carolina			2			1	62	255	27	8	10	3			1	1	6		3												
South Dakota						1	30	107	141	76	36	56	51	24	8	4	8	5	3	2		2	1			1	2			3	
Tennessee			1	57	72	150	99	72	66	38	51	21	43	29	14	13	3	14	3	7	3	4									
Texas			7		80	123	260	235	184	137	66	93	31	23	9	9	6	6		6	7	2									
Utah			3	10	44	90	141	112	70	64	88	76	58	38	27	28	6	13	9	4	1	2	1	3							
Vermont					1	6	82	101	78	59	53	47	29	16	9	11	4	3	1	3	1	3									
Virginia			16	74	263	162	195	220	138	55	18	23	17	13	8	6	12		3	1	1	1	2								
Washington						2	4	34	82	218	221	244	143	131	107	35	55	15	28	7	7	2	2	8	3	4	2	2	5	3	1
West Virginia				2	15	80	242	156	124	50	66	53	9	34	24	6	48	1	15	2	2	1	3	1				1	1	1	
Wisconsin					1	7	45	373	384	339	308	283	136	92	60	37	59	19	30	10	16	9	4	10	5	1			1		
Wyoming					9	14	21	57	52	36	44	46	35	24	5	7	3	4	2	1			2	1					1		

To present a statistical picture showing the salaries paid to all of the white rural teachers included in the study the data given in Tables 5 to 9, inclusive, were consolidated and the percentages computed for the whole group. The total distribution of numbers and percentages are presented respectively in Tables 10 and 11. From these summary tables it will be seen that there are 360 white teachers of rural schools in the United States receiving salaries of less than \$300 per year; 1,546 receive between \$300 and \$399; 5,185 receive between \$400 and \$499. To be sure Table 11 reveals that these numbers are only 0.2, 0.8, and 2.6 per cent, respectively, of the entire group. But when the consideration is an equal school opportunity for all children one can not regard either the numbers or the percentages lightly because of their smallness. Each child and each teacher involved has but one life to live and any injustices perpetrated toward them in our public schools should be recognized and rectified. The numbers and percentages cited above as receiving less than \$500 are of course not all the teachers whose salaries are insufficient to warrant the expectation of a high quality of teaching performance. In many localities a salary as high as \$1,000 is too low to attract and retain a capable teacher in the rural schools. It will be noted that in many of the States large proportions of the white teachers of rural schools still receive very low salaries. This is especially true in Georgia, Arkansas, and Tennessee. On the other extreme there are States which pay uniformly high salaries to teachers of rural schools. According to the data reported none of the teachers of rural schools of Indiana receives less than \$800 per year; none in Massachusetts or Rhode Island receives less than \$700; and several States show only an occasional teacher in the salary brackets of less than \$800. On the other hand, it is a remarkable fact that 26 teachers of rural schools were reported as receiving \$4,000 per year and a total of 257 were listed as receiving \$3,000 or more. More detailed examination of the tabulations reveals that some of these very high salaries are found in each of the five classes of schools considered. County superintendents from California report three teachers employed in 1-teacher schools receiving salaries of \$3,000 or more.

One of the significant facts revealed by Tables 10 and 11 is the wide range in most of the States between the lowest salary paid and the highest salary. The percentage distribution lends itself readily for finding deciles, quartiles, and interquartile ranges. In short, a great many significant facts concerning the salary status of white teachers both for the Nation and for individual States can be learned from the distributions presented in these tables.

TABLE 10.—Salaries of teachers in all classes of rural schools for

State	Less than \$300	\$300 to \$399	\$400 to \$499	\$500 to \$599	\$600 to \$699	\$700 to \$799	\$800 to \$899	\$900 to \$999	\$1,000 to \$1,099	\$1,100 to \$1,199	\$1,200 to \$1,299	\$1,300 to \$1,399
1	2	3	4	5	6	7	8	9	10	11	12	13
1 Continental United States.....	360	1,546	5,185	9,605	18,322	20,346	30,999	30,977	19,303	14,651	12,575	10,714
2 Alabama.....	4	176	910	1,220	514	368	313	500	281	245	161	120
3 Arizona.....				1			1		24	54	184	188
4 Arkansas.....	124	361	530	457	634	316	277	349	104	97	51	46
5 California.....				2	1	1	1	12	27	30	583	1,136
6 Colorado.....	4		8	14	73	142	350	661	538	491	443	293
7 Connecticut.....		1	3					22	216	123	93	78
8 Delaware.....					6	37	90	100	74	73	18	1
9 Florida.....	9	30	116	112	164	97	202	170	230	122	92	68
10 Georgia.....	69	374	571	806	453	132	78	77	48	27	16	37
11 Idaho.....			2	2	36	57	229	375	328	298	198	137
12 Illinois.....	3	6	74	335	917	1,264	1,966	1,554	957	785	375	320
13 Indiana.....							1,427	965	1,393	537	688	364
14 Iowa.....		1	43	785	1,612	2,336	1,625	1,561	640	752	588	540
15 Kansas.....		1	28	272	1,776	1,628	1,928	1,442	617	399	271	412
16 Kentucky.....		140	609	679	751	421	229	203	115	41	22	15
17 Louisiana.....			10	27	41	143	318	441	476	294	175	100
18 Maine.....		3	97	328	370	482	219	191	124	73	58	30
19 Maryland.....				2	17	5	61	269	693	640	877	542
20 Massachusetts.....							7	57	216	258	235	215
21 Michigan.....				4	26	371	1,054	1,905	1,015	776	463	367
22 Minnesota.....		9		172	950	1,647	1,474	932	292	249	125	121
23 Mississippi.....	14	82	328	588	647	258	255	222	141	97	71	23
24 Missouri.....	12	42	291	701	1,324	798	581	171	413	159	112	64
25 Montana.....	2	8	16	28	27	74	460	860	390	435	215	171
26 Nebraska.....		3	27	127	502	1,008	892	1,084	248	185	147	161
27 Nevada.....	1				3	6	13	32	44	72	61	62
28 New Hampshire.....					3	16	144	340	195	85	59	25
29 New Jersey.....					1	1	20	92	285	415	453	428
30 New Mexico.....				102	62	196	181	319	151	87	49	60
31 New York.....				1		172	412	2,016	1,224	1,188	1,177	1,011
32 North Carolina.....	35	78	209	404	368	603	1,021	367	339	95	62	38
33 North Dakota.....		1	5	405	809	943	672	845	256	289	178	121
34 Ohio.....				2	9	1,778	2,433	1,631	786	822	766	
35 Oklahoma.....		6	9	70	539	732	1,275	1,028	549	413	242	159
36 Oregon.....				2	19	172	402	856	554	523	439	236
37 Pennsylvania.....					638	320	3,970	1,596	1,020	834	631	582
38 Rhode Island.....						12	3	22	23	41	13	5
39 South Carolina.....		2		17	61	223	271	400	45	17	36	13
40 South Dakota.....			1	7	208	596	1,228	1,319	387	166	70	72
41 Tennessee.....	75	80	610	873	1,321	619	295	243	165	142	87	112
42 Texas.....	8	101	241	1,142	1,323	1,437	1,346	767	493	259	254	76
43 Utah.....			5	25	76	208	287	229	195	179	177	147
44 Vermont.....				5	346	476	203	115	67	55	48	29
45 Virginia.....		31	359	320	87	450	370	360	221	89	37	36
46 Washington.....				5	14	40	91	481	637	939	857	748
47 West Virginia.....			66	139	280	502	1,229	470	211	72	94	82
48 Wisconsin.....				318	828	1,305	2,040	963	705	486	380	
49 Wyoming.....				2	68	218	276	260	114	102	73	79

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PRESENT SALARY STATUS OF TEACHERS

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whites, as reported by county and other rural superintendents, 1929-30

\$1,400 to \$1,499	\$1,500 to \$1,599	\$1,600 to \$1,699	\$1,700 to \$1,799	\$1,800 to \$1,899	\$1,900 to \$1,999	\$2,000 to \$2,099	\$2,100 to \$2,199	\$2,200 to \$2,299	\$2,300 to \$2,399	\$2,400 to \$2,499	\$2,500 to \$2,599	\$2,600 to \$2,699	\$2,700 to \$2,799	\$2,800 to \$2,899	\$2,900 to \$2,999	\$3,000 to \$3,099	\$3,500 to \$3,999	\$4,000 or more
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
7,501	5,725	3,615	2,018	2,339	1,025	1,225	510	499	246	455	157	144	77	39	181	50	26	1
40	53	13	21	24	7	25	8	10		15	2	1				2		2
93	62	46	31	40	4	7	2			1	1					1		3
15	20	8	1	20	3	8				1	7							4
1,067	1,042	656	273	258	146	140	68	81	43	71	45	21	21	5	4	18	6	4
219	154	88	58	68	17	22	12	13	6	12	7	3	1	2		10	2	6
52	23	16	6	4	3		1	3		1	3		2	2	1			7
30	19	9	6	5		15		1		1						1		8
8	9	2	1	12	2	9			1							1		9
63	41	19	10	10	4	7	3	2	1		3	2	1	1		1		10
276	21	82	55	67	30	40	26	18	5	10	19	5	1	3	2	8	1	12
353	193	133	46	45	20	28	10	12	2	5	5	2	1					13
251	165	88	64	65	44	53	25	15	27	22	18	8	6	2	14	3	1	14
240	142	88	40	74	21	32	14	16	12	17	6	16	2	3		2	4	15
2	15	1		12		5		3		2		1	2					16
14	19	8	2	14	4	2	4	1		3		2	2	2		1		17
21	17	6	6	5	5		4	7	4	3	1		2					18
242	175	165	65	103	49	51	23	17	16	17	16	1	6	2	6	7		19
134	58	24	17	16	8	4	3	3		3	1							20
218	137	75	39	60	27	33	16	16	8	17	21	15	21	4	4	13	4	21
45	30	24	11	15	5	12	4	7		3	3	1	1			1		22
18	5	12	3	15	1	23	2	4	1	8	2							23
32	25	16	13	31	4	12	13	2	2	29	5	3	6	1		1		24
87	64	27	39	23	2	6	4	6	1	3	2				1			25
53	44	18	9	14	52	15	5	4	2	4						2		26
64	88	69	34	39	38	23	10	11	2	9	10	2	3	4	2	8		27
23	10	6	7	5	3	2	3	1	2	3	2			1				28
401	376	269	135	171	105	84	21	16	19	13	11	6	5	4	1	5	8	29
19	23	34	16	11	2	1			1		2							30
1,080	720	531	340	257	139	136	49	60	32	33	22	19	8	15	7	30	8	31
30	11	10	7	36	8	14	11	8	6	6	2	6		1		2		32
77	49	35	20	34	11	17	10	10	4	4	2	2			3	1		33
963	539	283	172	163	68	100	50	38	28	25	15	4	15	7		10		34
57	73	22	41	79	9	27	4	10		4	4	1	2			2		35
63	50	33	15	44	9	17	8	6	1	10	3	2	4		1	6		36
414	282	190	160	142	73	74	35	16	6	17	9	5	3	2		4	3	37
2	3	3	1	7		1		1	1	2								38
64	61	12	9	11	7	6	3	1		3	1	1	3	2				39
109	56	54	10	24	5	13	9	6	1	24	1		5	1		2		40
59	31	16	7	18	1	10	8	4		3	1					2		42
132	94	76	74	33	23	16	6	1	2	3	4					1		43
16	9	11	4	3	1	3	1	3		4						1		44
22	16	11	6	18		7	3	2	1	3	1							45
386	291	206	88	115	38	63	22	27	9	19	12	6	7	5	3	13	9	46
9	50	24	6	54	1	17	2	4	1	3	1		2	1		1	1	47
186	114	68	40	64	20	31	11	19	9	7	10	5	1	1		2		48
49	48	26	7	7	6	4	3	2		2	1	1				1		49

TABLE 11.—Per cent of teachers of all classes of rural schools for whites, receiving the various salaries indicated as reported by county and other rural school superintendents in 1929-30

State	Less than \$300	\$300 to \$399	\$400 to \$499	\$500 to \$599	\$600 to \$699	\$700 to \$799	\$800 to \$899	\$900 to \$999	\$1,000 to \$1,099	\$1,100 to \$1,199	\$1,200 to \$1,299	\$1,300 to \$1,399	\$1,400 to \$1,499	\$1,500 to \$1,599	\$1,600 to \$1,699	\$1,700 to \$1,799	\$1,800 to \$1,899	\$1,900 to \$1,999	\$2,000 to \$2,499	\$2,500 to \$2,999	\$3,000 to \$3,999	\$4,000 or more
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Continental United States.....	0.2	0.8	2.6	4.8	9.1	10.1	15.4	15.4	9.6	7.3	6.3	5.3	3.7	2.9	1.8	1.0	1.2	0.5	1.5	0.4	0.1	(7)
Alabama.....	.1	3.5	18.1	24.2	10.2	7.3	6.2	9.9	5.6	4.9	3.2	2.4	.8	1.1	.3	.4	.5	.1	1.1	.1	(7)	-----
Arizona.....	-----	-----	-----	1	-----	-----	-----	1	1	3.2	7.3	24.7	25.3	12.5	8.3	6.2	4.2	5.4	.5	1.7	.1	-----
Arkansas.....	3.6	10.5	15.4	13.3	18.5	9.2	8.1	10.2	3.0	2.8	1.5	1.3	.4	.6	.2	(7)	.6	.1	.5	.1	(7)	-----
California.....	-----	-----	-----	(7)	(7)	(7)	(7)	-----	.2	.5	10.1	19.7	18.5	18.1	11.4	4.7	4.5	2.5	7.0	1.7	.5	-----
Colorado.....	.1	-----	.2	.4	-----	3.8	9.4	17.7	14.9	13.1	11.8	7.8	5.9	4.1	2.4	1.5	1.8	.5	1.8	.4	.4	-----
Connecticut.....	-----	.2	.5	-----	-----	-----	-----	3.4	33.4	18.1	14.4	12.0	8.0	3.5	2.5	1.1	.6	.5	.9	1.3	-----	-----
Delaware.....	-----	-----	-----	-----	1.5	9.0	22.0	26.7	18.1	17.9	4.4	4.2	-----	-----	.2	-----	-----	-----	1.2	-----	.1	-----
Florida.....	.6	2.0	7.7	7.5	11.0	6.5	13.5	11.3	15.3	8.1	6.1	4.5	2.0	1.3	.6	.4	.3	-----	.5	.1	(7)	-----
Georgia.....	3.1	16.7	25.5	13.7	20.3	5.9	3.5	3.4	2.2	1.2	.7	1.7	.4	.4	.1	(7)	.5	.1	.5	.1	-----	-----
Idaho.....	-----	-----	.1	.1	2.0	3.1	12.5	20.5	17.9	16.3	10.8	7.5	3.4	2.2	1.0	.6	.6	.2	.8	.5	-----	-----
Illinois.....	(7)	.1	.8	3.6	9.7	13.4	20.9	16.5	10.1	8.3	4.0	3.4	2.9	2.3	.9	.6	.7	.3	1.1	.4	.1	-----
Indiana.....	-----	-----	-----	-----	-----	-----	22.9	15.5	22.4	8.6	11.0	5.8	5.7	3.1	2.7	.7	.7	.3	1.0	.2	(7)	-----
Iowa.....	(7)	.4	6.9	14.2	20.5	14.3	13.7	5.6	6.6	5.2	4.7	2.2	1.4	.8	.6	.6	.4	1.2	.6	.1	(7)	-----
Kansas.....	(7)	.3	2.9	18.8	16.1	20.4	15.2	7.1	4.2	2.9	4.5	2.5	1.5	.9	.4	.8	.2	.9	.4	.1	-----	-----
Kentucky.....	4.3	18.6	20.8	23.0	12.9	7.0	6.2	3.5	1.2	.7	.4	.1	.4	(7)	-----	.4	-----	.4	.1	(7)	-----	-----
Louisiana.....	.5	1.2	1.9	6.5	14.5	20.1	21.7	13.4	8.0	4.5	4.1	.6	.9	.4	.1	.6	.2	.5	.3	.1	-----	-----
Maine.....	.2	4.7	15.9	23.4	10.6	9.3	6.0	3.5	2.8	1.5	1.0	.8	.3	.3	.3	.2	.1	.3	.1	-----	-----	-----
Maryland.....	-----	-----	.1	.4	-----	-----	.1	1.5	6.6	17.0	15.7	21.6	13.3	6.0	4.3	4.1	1.6	2.5	1.2	3.1	.8	-----
Massachusetts.....	-----	-----	-----	-----	.5	4.1	15.7	18.6	17.0	15.6	8.6	9.7	4.2	1.7	1.2	1.2	.6	1.0	.4	.4	-----	-----
Michigan.....	-----	-----	.1	.4	-----	-----	5.5	15.7	28.4	15.1	11.6	6.9	5.5	3.3	2.1	1.1	.6	.9	4.3	1.0	.3	(7)
Minnesota.....	-----	.1	-----	2.8	15.5	26.8	24.0	15.2	4.7	4.1	2.0	2.0	.8	.5	.4	.2	.2	.1	.5	.1	(7)	-----
Mississippi.....	.5	2.9	11.6	20.8	23.0	9.2	9.0	7.9	5.0	3.4	2.5	.8	.7	.2	.4	.1	.5	(7)	1.3	.1	-----	-----
Missouri.....	.3	.9	6.0	14.4	27.2	16.4	11.9	3.5	8.5	3.3	2.3	1.3	.7	.5	.3	.3	.6	.1	1.3	.3	(7)	-----
Montana.....	.1	.3	.5	1.0	.9	2.5	15.5	29.2	13.2	14.7	7.3	5.8	2.9	.2	.9	1.3	.8	.1	.6	.2	-----	-----
Nebraska.....	-----	.1	.6	2.7	12.6	21.4	19.0	23.1	5.3	3.9	3.1	3.4	1.1	.9	.4	.2	.3	1.1	.6	.1	.1	-----
Nevada.....	.1	-----	-----	-----	.4	.8	1.8	4.5	6.2	10.1	8.6	8.7	9.0	12.4	9.7	4.8	5.5	5.3	7.7	3.0	1.1	.3
New Hampshire.....	-----	-----	-----	-----	.3	1.7	15.4	36.3	20.8	9.1	6.3	2.7	2.5	1.1	.7	.8	.5	.3	1.1	.4	-----	-----
New Jersey.....	-----	-----	-----	-----	(7)	-----	.6	2.8	8.5	12.4	18.5	12.8	12.0	11.2	8.0	4.0	5.1	3.1	4.6	.8	.5	-----
New Mexico.....	-----	-----	-----	7.7	14.9	13.7	24.2	11.4	6.6	3.7	4.6	1.4	1.7	2.6	1.2	1.1	.2	.3	.2	-----	-----	-----
New York.....	-----	-----	-----	(7)	-----	1.6	3.8	18.9	11.4	11.1	11.0	9.5	10.1	6.7	5.0	3.2	2.4	1.3	2.9	.7	.4	(7)

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North Carolina.....	.9	2.1	5.7	11.0	10.0	13.7	27.8	10.0	9.2	2.6	1.7	1.0	.9	.3	.3	.2	1.0	.2	1.3	.2	.1	-----
North Dakota.....	(1)	.1	8.5	16.9	19.6	14.0	17.6	3.3	6.0	3.7	2.5	1.6	1.0	.7	.4	.7	.2	1.0	.2	(1)	-----	
Ohio.....			(1)	.1	17.1	23.4	15.7	7.5	7.9	7.4	6.4	5.2	2.7	1.6	1.6	.6	2.3	.3	.1	(1)	-----	
Oklahoma.....	.1	.2	1.2	10.0	13.7	23.8	19.2	10.2	7.7	4.5	3.0	1.0	1.3	.4	.8	1.5	.2	1.0	.2	(1)	-----	
Oregon.....			.1	.6	2.0	11.6	24.6	15.6	15.0	12.6	6.8	1.8	1.4	1.0	.4	1.3	.2	1.2	.3	.2	-----	
Pennsylvania.....				5.8	2.9	36.0	14.5	9.2	7.6	5.7	5.3	3.7	2.6	1.7	1.5	1.3	.6	1.5	.2	.1	-----	
Rhode Island.....					8.9	2.2	16.3	17.1	30.4	13.4	3.7	1.5	2.2	2.2	.7						-----	
South Carolina.....	.2		1.5	5.5	23.1	24.4	36.0	4.0	1.5	3.2	1.2		.3	.1	.3	.6		.8		.3	-----	
South Dakota.....		(1)	.2	4.9	2.0	29.0	31.1	9.1	3.9	1.7	1.7	1.5	1.4	.3	.2	.3	.2	.3	.2	(1)	-----	
Tennessee.....	1.5	1.6	12.3	17.7	26.7	12.5	6.0	4.9	3.3	2.9	1.8	2.3	2.2	1.1	1.1	.2	.5	.1	1.1	.1	-----	
Texas.....	.1	1.3	3.2	15.0	17.4	18.9	17.7	10.1	6.5	3.4	3.3	1.0	.8	.4	.2	.1	.2	(1)	.3	(1)	-----	
Utah.....		.3	1.3	3.8	10.4	14.4	11.5	9.8	9.0	8.9	7.4	6.6	4.7	3.8	3.7	1.7	1.2	1.5	.2	.1	-----	
Vermont.....			4	24.7	34.0	14.5	8.2	4.8	3.9	3.4	2.1	1.1	.6	.8	.3	.2	.1	.5	.4	.1	-----	
Virginia.....	1.0	11.2	9.9	25.8	14.0	11.5	11.8	6.9	2.8	1.1	1.1	.7	.5	.3	.2	.6		.5	.1		-----	
Washington.....			.1	.3	.8	1.8	9.4	12.4	18.3	16.7	14.6	7.5	5.7	4.0	1.7	2.2	.7	2.7	.6	.5	-----	
West Virginia.....		2.0	4.2	8.4	15.1	36.9	14.2	6.4	2.2	2.5	2.5	.3	1.5	.7	.2	1.6	(1)	.8	.1	(1)	-----	
Wisconsin.....			4.2	10.9	17.1	26.8	12.7	9.4	6.4	5.0	2.4	1.5	.9	.5	.8	.2	1.0	.2	(1)	.1	-----	
Wyoming.....			.2	5.0	16.2	20.5	19.3	8.4	7.6	5.4	5.9	3.6	3.6	1.9	.5	.5	.4	.9	.2	.1	-----	

¹ Fractions less than 0.05 of 1 per cent were not recorded.

In order to reduce the distributions for each class of rural teachers and for each State to figures which can be more easily comprehended and dealt with, it became necessary to find a single number which would fairly represent each distribution. Accordingly medians were found. For purposes of these computations it was assumed that the teachers within each salary grouping are distributed fairly evenly in the order of the amount of salary received by each. That is to say, that it is assumed that about an equal number of the teachers within the salary bracket \$700-\$799 receive \$710, as receive \$720, \$730, \$740, etc.; it also means that the salaries are distributed evenly within each \$10 interval. Granting the validity of this assumption the medians presented in Table 12 may be thought of as representing fairly accurately for each State the amount of salary paid to the middle white teacher in each class of rural schools. That is to say, that if all the white teachers of 1-teacher schools were arranged in the order of the amounts of their salaries the middle teacher would receive approximately \$883. Half of these teachers would be receiving salary amounts larger than this sum and the other half would be receiving amounts smaller. In a few instances in which fewer than 25 teachers were reported in a given class, medians were not computed. Medians based upon fewer than 50 cases widely distributed are probably also of questionable validity.

TABLE 12.—Median salaries paid white teachers by types of rural schools and by States

States	1-teacher schools	2-teacher schools	3 or more teacher schools in open country	Consolidated schools	3 or more teacher schools in villages and towns	All classes
1	2	3	4	5	6	7
Continental United States.....	\$883	\$881	\$1,022	\$1,060	\$1,174	\$915
Alabama.....	707	549	586	716	938	640
Arizona.....	1,317	1,288	1,381	1,387	1,344	1,357
Arkansas.....	450	580	654	764	840	639
California.....	1,360	1,482	1,518	1,800	1,559	1,504
Colorado.....	907	1,078	1,199	1,223	1,285	1,112
Connecticut.....	1,079	1,182	1,124	1,246	1,339	1,169
Delaware.....	942	950	(7)	966	(7)	966
Florida.....	633	805	800	767	994	912
Georgia.....	403	440	468	645	621	534
Idaho.....	943	1,062	1,078	1,043	1,170	1,085
Illinois.....	829	933	957	1,079	1,120	909
Indiana.....	892	974	1,040	1,139	1,148	1,052
Iowa.....	736	821	954	1,102	1,176	856
Kansas.....	754	905	1,063	1,040	1,097	898
Kentucky.....	763	657	780	865	818	628
Louisiana.....	773	746	865	933	971	925
Maine.....	643	758	996	862	971	749
Maryland.....	1,087	1,174	1,277	.....	.....	1,239
Massachusetts.....	977	1,102	1,107	1,251	1,229	1,165
Michigan.....	912	1,049	1,150	1,256	1,181	1,060

1 Median for both white and colored rural teachers, \$926.

2 No data.

3 Includes data for all schools of the State employing 3 or more teachers, except those in Baltimore. Separate data could not be obtained.

TABLE 12.—Median salaries paid white teachers by types of rural schools and by States—Continued

States	1-teacher schools	2-teacher schools	3 or more teacher schools in open country	Consolidated schools	3 or more teacher schools in villages and towns	All classes
1	2	3	4	5	6	7
Minnesota.....	779	926	1,029	1,147	1,141	820
Mississippi.....	477	572	581	683	946	662
Missouri.....	619	719	810	881	926	778
Montana.....	539	1,076	(^a)	1,067	1,277	1,001
Nebraska.....	785	943	970	1,035	1,102	867
Nevada.....	1,139	1,344		1,832	1,615	1,498
New Hampshire.....	914	999	\$1,064	1,093	1,102	990
New Jersey.....	1,118	1,252	1,274	1,391	1,482	1,395
New Mexico.....	798	826	978	1,093	1,073	937
New York.....	992	1,166	1,381	1,440	1,459	1,228
North Carolina.....	538	551	684	861	936	824
North Dakota.....	724	943	961	1,000	1,129	836
Ohio.....	913	975	1,106	1,144	1,236	1,060
Oklahoma.....	845	931	942	964	933	905
Oregon.....	936	978	1,093	1,239	1,184	1,052
Pennsylvania.....	847	882	979	1,020	1,166	937
Rhode Island.....	990	1,120		1,133	1,161	1,120
South Carolina.....	767	771	822	952	944	893
South Dakota.....	874	973	(^a)	1,073	1,101	906
Tennessee.....	586	618	708	599	814	653
Texas.....	702	722	766	833	872	769
Utah.....	805	881	835	1,159	1,064	1,066
Vermont.....	714	757	(^a)	(^a)	985	773
Virginia.....	514	610	663	814	851	715
Washington.....	1,055	1,150	1,230	1,288	1,350	1,242
West Virginia.....	811	850	892	932	984	855
Wisconsin.....	898	1,001	1,136	1,136	1,190	996
Wyoming.....	856	1,100	(^a)	1,271	1,281	943

^a Fewer than 25 teachers reported.

It is interesting to note that when the salary medians of the five classes of white rural teachers are compared in most cases very small differences are found to obtain between those of one and two teacher schools; those of the large rural schools are substantially higher. For teachers of villages and towns the differential for the Nation as a whole rises to nearly \$300 above the salaries paid in the one and two teacher schools. For all classes of white rural teachers the median was found to be \$945.

Some very interesting facts are revealed when the medians for a given class of teachers are compared by States. It is found, for example, that the median white teacher in the 1-teacher schools of Georgia receives \$403 annually; whereas, the median teacher in this type of rural school in California receives \$1,360, an amount more than three times as great. Similar instances of extreme differences may be found scattered throughout the table. Two-to-one ratios between State medians are quite frequent, even appearing in the column giving the medians for all classes of rural schools for whites.

The data presented in Table 12 are significant because they make it possible for the people of each State to see at a glance just how much is being paid to the teachers in the various classes of its rural schools; it enables them to see just where their State stands in this regard in comparison to other States. It should be remembered that the statistics here referred to are for white schools; those for colored teachers are to be considered later. Some of the questions to which these figures naturally give rise are: *How good a teacher and what quality of education can reasonably be expected for the salaries offered? Can a State with so little in the way of financial rewards hope to attract to its schools teachers who can perform adequately the very difficult, complex, and responsible task of assuming almost sole guidance of the educational development of rural children? Can high-grade young men and women under the salary conditions prevailing reasonably be expected to devote themselves seriously to the arduous and expensive task of obtaining a training commensurate with the task of teaching, and to a large degree, of supervising and administering the work of these schools? Can their interest in rural teaching as a field of service be expected to be anything but transitory if the income offered is so unsatisfactory?*

Salaries of Negro teachers employed in rural schools.—The statistical data for teachers of rural schools for Negroes are presented separately because it is generally known that wide disparities exist between the financial support accorded white schools and colored schools. It is therefore clear that facts relating to salaries which do not differentiate between these two types of schools can hardly be said to represent fairly the actual situation within either group. Tables 13-17, inclusive, showing separate salary statistics for Negro teachers, were therefore prepared and arranged to bring out facts similar to those presented in Tables 5-9, inclusive, for white teachers. Only the 17 States maintaining separate schools for the two races are included. It was found that it was not necessary in Tables 13-17, inclusive, to extend the columns showing salary ranges "\$1,200 and more" for one and two teacher schools, "\$1,500 and more" for three or more teacher schools in the open country and for the consolidated schools, and "\$2,500 and more" for three or more teacher schools in villages and towns.

TABLE 13.—Salaries of Negro teachers in 1-teacher schools by States, as reported by county, district, and other rural superintendents in 1929-30

State	Less than \$300	\$300 to \$399	\$400 to \$499	\$500 to \$599	\$600 to \$699	\$700 to \$799	\$800 to \$899	\$900 to \$999	\$1,000 to \$1,099	\$1,100 to \$1,199	\$1,200 or more
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States.....	2,846	1,062	606	564	330	159	225	80	43	28	16
Alabama.....	819	45	26	18	8	3	1				
Arkansas.....	163	89	57	30	7	11	13	9	4	1	
Delaware.....						7	7	16	10	15	4
Florida.....	48	21	10	12	5	2					
Georgia.....	389	35	6	5	2	1					
Kentucky.....	1	1	66	142	54	15	25	3			
Louisiana.....	227	69	10	5	2	7	3	6	2	1	
Maryland.....	1	8	40	169	85	24	14		6	5	10
Mississippi.....	780	99	3		3						
Missouri.....	4	9	37	21	40	32	10	3	2		
North Carolina.....	30	137	53	15	13	4	5	3			
Oklahoma.....	1	1	47	44	63	45	30	10	9	4	1
South Carolina.....	178	6									
Tennessee.....	47	126	59	26	19	11	7	1	1		
Texas.....	41	131	102	40	18	8	4		1	1	
Virginia.....	117	285	89	28	7						
West Virginia.....			1	6	4	25	98	28	6	1	1

¹ Only 7 of this group were reported as receiving more than \$1,200, distributed as follows: 1 from West Virginia, \$1,300 to \$1,399; 3 from Maryland, \$1,400 to \$1,499 and 1 from Delaware, \$1,500 to \$1,599.

TABLE 14.—Salaries of Negro teachers in 2-teacher schools by States, as reported by county, district, and other rural superintendents for 1929-30

State	Less than \$300	\$300 to \$399	\$400 to \$499	\$500 to \$599	\$600 to \$699	\$700 to \$799	\$800 to \$899	\$900 to \$999	\$1,000 to \$1,099	\$1,100 to \$1,199	\$1,200 or more
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States.....	1,294	843	415	321	207	106	114	37	35	21	61
Alabama.....	308	140	19	36	9	4	1				
Arkansas.....	55	71	34	30	20	9	10	3	4		
Delaware.....							1	3	11	10	3
Florida.....	25	23	5	9	2						
Georgia.....	146	19	5		2			2	1	1	
Kentucky.....			4	26	6	6	4				
Louisiana.....	86	55	17	8	5	2	3				
Maryland.....		11	93	65	25	17		1	1		7
Mississippi.....	417	37	13	3							
Missouri.....		1	1		3	1					
North Carolina.....	13	102	134	20	21	11	7	2			
Oklahoma.....			8	13	16	9	14	16	6	8	50
South Carolina.....	179	30	2								
Tennessee.....	42	49	39	22	20	16	6	1		1	
Texas.....	3	55	73	25	18	6	7	1	3	1	
Virginia.....	28	261	48	34	11	3	1				
West Virginia.....			2	2	9	14	43	8	9		1

¹ 54 were reported as receiving more than \$1,200, distributed as follows: 1 in Maryland and 3 in Oklahoma, \$1,300 to \$1,399; 4 in Maryland and 1 in West Virginia, \$1,400 to \$1,499; and 45 in Oklahoma, \$1,500 to \$2,199.

TABLE 15.—Salaries of Negro teachers in schools in the open country employing three or more teachers by States, as reported by county, district, and other rural superintendents in 1929-30

State	Less than \$300	\$300 to \$399	\$400 to \$499	\$500 to \$599	\$600 to \$699	\$700 to \$799	\$800 to \$899	\$900 to \$999	\$1,000 to \$1,099	\$1,100 to \$1,199	\$1,200 to \$1,299	\$1,300 to \$1,399	\$1,400 to \$1,499	\$1,500 or more
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Continental United States.....	284	276	221	256	178	114	91	23	17	5	22	3	3	121
Alabama.....	52	23	28	74	22	12	5	2	4	.....	2	.....	.....	1
Arkansas.....	3	10	12	4	6	.....	1	1	1	.....	.....	.....	1	.....
Florida.....	7	7	11	.....	1	.....	1	1	1	.....	1	.....	.....	.....
Georgia.....	27	3	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....
Kentucky.....	.....	.....	3	5	1	3	2	.....	.....	.....	.....	.....	.....	.....
Louisiana.....	25	3	22	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....
Maryland.....	.....	4	65	63	28	21	9	4	2	13	2	1	.....	5
Mississippi.....	109	19	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
North Carolina.....	3	33	49	63	45	14	.....	2	2	.....	.....	.....	.....	.....
Oklahoma.....	.....	.....	2	.....	2	10	6	3	3	.....	1	.....	1	11
South Carolina.....	45	73	5	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Tennessee.....	.....	8	24	22	9	5	2	2	.....	.....	1	.....	.....	.....
Texas.....	4	7	20	17	6	17	20	2	1	3	3	.....	.....	1
Virginia.....	10	95	29	35	22	25	3	1	2	.....	.....	1	.....	1
West Virginia.....	.....	.....	.....	.....	.....	.....	25	.....	.....	.....	.....	.....	.....	.....

¹ 18 were reported as receiving more than \$1,500 to \$1,599, distributed as follows: 1 each from Mississippi and Texas, \$1,600 to \$1,699; 3 from Maryland, \$1,700 to \$1,799; 1 each from Maryland and Virginia, \$1,800 to \$1,899; and 11 from Oklahoma, \$2,400 or more.

² Includes data from all schools employing 3 teachers or more except Baltimore. Separate data for the larger rural schools could not be obtained.

TABLE 16.—Salaries of Negro teachers in rural consolidated schools by States, as reported by county, district, and other rural superintendents in 1929-30

State	Less than \$300	\$300 to \$399	\$400 to \$499	\$500 to \$599	\$600 to \$699	\$700 to \$799	\$800 to \$899	\$900 to \$999	\$1,000 to \$1,099	\$1,100 to \$1,199	\$1,200 to \$1,299	\$1,300 to \$1,399	\$1,400 to \$1,499	\$1,500 or more
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Continental United States.....	49	53	180	146	137	75	80	59	29	14	10	5	7	125
Alabama.....	6	4	18	35	18	2	5	9	2	.....	.....	1	.....	1
Arkansas.....	2	2	12	5	5	1	4	3	.....	1	.....	.....	.....	.....
Delaware.....	.....	.....	.....	.....	.....	.....	2	2	1	1	1	.....	1	.....
Florida.....	.....	.....	7	5	5	1	5	6	.....	1	.....	1	.....	.....
Georgia.....	6	1	3	2	1	2	5	3	2	.....	.....	.....	.....	.....
Mississippi.....	16	6	71	30	15	20	3	.....	2	1	1	.....	.....	.....
Missouri.....	.....	.....	.....	15	4	14	8	.....	.....	2	1	1	1	1
North Carolina.....	2	5	5	11	15	5	2	1	.....	.....	.....	.....	.....	.....
Oklahoma.....	.....	.....	1	4	11	10	17	5	7	2	3	.....	.....	13
South Carolina.....	15	11	9	2	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
Tennessee.....	2	17	45	43	22	23	15	5	5	1	.....	.....	3	3
Texas.....	.....	.....	.....	.....	14	.....	3	4	.....	.....	.....	.....	.....	3
Virginia.....	7	10	12	23	6	10	8	1	2	3	.....	.....	.....	6
West Virginia.....	.....	.....	.....	.....	.....	.....	5	.....	1	.....	.....	.....	.....	.....

¹ 19 were reported as receiving more than \$1,500 to \$1,599, distributed as follows: 1 from Texas, \$1,600 to \$1,699; 1 from Oklahoma, \$1,700 to \$1,799; 1 each in Alabama and Missouri and 2 in Texas, \$1,800 to \$1,899; 11 in Oklahoma and 2 in Virginia, \$2,100 or more.

TABLE 17.—Salaries of Negro teachers in schools in villages and towns employing three or more teachers by States, as reported by county, district, and other rural superintendents in 1929-30

State	Less than \$200	\$200 to \$299	\$300 to \$399	\$400 to \$499	\$500 to \$599	\$600 to \$699	\$700 to \$799	\$800 to \$899	\$900 to \$999	\$1,000 to \$1,099	\$1,100 to \$1,199	\$1,200 to \$1,299	\$1,300 to \$1,399	\$1,400 to \$1,499	\$1,500 to \$1,599	\$1,600 to \$1,699	\$1,700 to \$1,799	\$1,800 to \$1,899	\$1,900 to \$1,999	\$2,000 or more
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Continental United States.....	128	202	306	247	209	126	131	104	66	25	14	14	5	9	6	2	3	3	21	
Alabama.....	46	26	64	38	25	6	8	41	11	13	2	3	3	2				1	4	
Arkansas.....	10	15	13	33	13	15	10	6	3	6	6		1	1		2				
Delaware.....	10	1	21	23	31	20	6				1		1		1					
Florida.....	27	20	10	3	3	1	1					2			2					
Georgia.....																				
Kentucky.....				3	3	7	6	2	2	2	1									
Louisiana.....	12	26	37	7	17	9	2	1	2	1	1		1	1	1					
Mississippi.....	12	26	37	7	17	9	2	1	2	1	1		1	1	1					
Missouri.....	12	26	37	7	17	9	2	1	2	1	1		1	1	1		1			
North Carolina.....		12	28	28	34	15	7		1					1				1	16	
Oklahoma.....						14	17	17	3	1	2	2		1				1	16	
South Carolina.....		60	60	33	2	1	3	3												
Tennessee.....		28	42	41	17	3	5	2	4	1				3				1		
Texas.....			3	37	3	3	5									1				
Virginia.....	1	7	20	34	18	34	33	10	6	1			2	1				1	1	
West Virginia.....					1	1	33	17	27				4	2		4		1		

¹ 15 were reported as receiving more than \$2,000 to \$2,099, distributed as follows: 3 in Oklahoma, \$2,100 to \$2,199; 1 in Oklahoma, \$2,200 to \$2,299; 1 in Alabama, \$2,400 to \$2,499; and 10 in Oklahoma, \$2,600 or more.

Tables 13-17, inclusive, should be read and interpreted in essentially the same manner as Tables 5-9, inclusive. Owing to the fact that such large numbers of these teachers were reported as receiving "less than \$300" it is obvious that the questionnaire used was at fault in not providing for more refined distinctions at the low end. Indeed, it will be seen that in a number of States this fault resulted in a piling up within this group of more than 50 per cent of the cases, thus resulting in a statistical picture which is decidedly distorted. It would be interesting to learn just how low the lowest salaries run. It will be seen later that this piling up of cases within so wide and indefinite an interval as "less than \$300" prevented the finding of salary medians for several of the States.

Some interesting facts are brought out in Tables 13-17 inclusive. For example, 178 of the 184 Negro teachers reported from the 1-teacher schools of South Carolina were found to be receiving less than \$300; the remaining 6 are found in the next lowest salary grouping. Data for the States of Alabama, Georgia, Louisiana, and Mississippi show a very similar situation. Tabulations for the 2-teacher schools show salary conditions not greatly different. The largest rural schools show somewhat larger groups receiving the larger salary amounts. On the whole, however, it must be concluded that the salaries of Negro teachers of rural schools are uniformly low. The very short periods of time

for which many of these schools are in session annually, inadequate teacher preparation, and similar facts concerning which data are to be considered later, are frequently cited in explanation for these extremely low salaries. However, when the matter is considered from the standpoint of the educational welfare of American boys and girls all of these unsatisfactory conditions must be deplored rather than explained away. Both the low salaries and the related weaknesses of these schools must be regarded as significant evidence of the extent to which America fails to realize a democratic school system rather than as justification one of the other. Many other important facts are revealed in Tables 13-17, inclusive, but the tabulations have been so arranged as to be more or less self-interpretive.

Turning now to the summary tables for Negro teachers, it will be seen that even when the data for all rural schools for Negroes are consolidated the distributions cluster near the low end in many of the States. Table 18 shows that very few of these teachers receive in excess of \$1,200 per year. About the only State making a substantial showing in the upper salary levels is Oklahoma.

TABLE 18.—Salaries of teachers in all classes of rural schools for Negroes, as reported by county and other rural superintendents in 1929-30

State	Less than \$300	\$300 to \$399	\$400 to \$499	\$500 to \$599	\$600 to \$699	\$700 to \$799	\$800 to \$899	\$900 to \$999	\$1,000 to \$1,099	\$1,100 to \$1,199	\$1,200 to \$1,299	\$1,300 to \$1,399	\$1,400 to \$1,499	\$1,500 to \$1,599	\$1,600 to \$1,699	\$1,700 to \$1,799	\$1,800 to \$1,899	\$1,900 to \$1,999	\$2,000 or more
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Continental United States.....	4,604	2,436	1,728	1,564	1,061	611	641	303	190	93	62	27	25	22	16	13	18	9	158
Alabama.....	1,231	238	155	201	82	27	20	52	17	13	4	4		3			2		4
Arkansas.....	233	187	128	102	51	36	38	22	12	8	7		2			2			
Delaware.....							1	10	21	22	27	7	1	1	1				
Florida.....	90	52	54	49	44	23	12	6		1	1			1					
Georgia.....	505	78	24	10	8	4	14	6	3	1	2			2					
Kentucky.....	1	1	73	176	64	31	37	5	2	1	1								
Louisiana.....	353	153	86	20	25	18	8	4	2			1	1	1					
Maryland.....	1	8	55	327	213	77	52	10	11	7	20	3	10	1		3	1		
Mississippi.....	1,344	168	106	33	20	20	3		2	1	2			1	1		1		
Missouri.....	4	10	42	21	65	37	24	13	4		2	2	1						
North Carolina.....	48	289	269	140	128	49	26	8	3	1	1		1						
Oklahoma.....	1	1	57	58	85	89	77	63	25										
South Carolina.....	408	190	76	36	2	2	3	3		20	8	8	1	5	7	8	10	7	51
Tennessee.....	91	223	209	154	87	58	35	11	10	3	1			3	5				
Texas.....	48	193	195	85	93	31	31	9	14	5	3				3		2	1	
Virginia.....																			
West Virginia.....	156	655	196	143	81	68	47	19	9	3	2	3	1	2			1		3
			3	9	13	40	204	53	46	1		5	3	4				1	

¹ 41 are reported as receiving more than \$2,000 to \$2,099, distributed as follows: 1 in Alabama, 8 in Oklahoma, and 2 in Virginia, \$2,100 to \$2,199; 20 in Oklahoma, \$2,500 to \$2,999; and 10 more in Oklahoma receiving \$3,000 to \$4,000 or more.

² Includes data from all schools employing three teachers or more except Baltimore. Separate data for the larger rural schools could not be obtained.

The percentages given in Table 19 show that for the Nation as a whole 34.1 per cent of the 13,481 Negro teachers of rural schools for whom salary data were reported were receiving less than \$300; 52.2 per cent were receiving less than \$400; and a total of 65 per cent were receiving less than \$500 per year. Some of the States show a very wide spread between the highest and lowest salaries paid to Negro teachers. For example, in Oklahoma a few of these teachers are paid less than \$300 and a few others are paid \$4,000 or more. It should be remembered that these distributions do not include full-time principals. The tabulations at present under consideration are limited to full-time teachers and to teaching principals who give half or more than half time to teaching. The high salaries recorded should, therefore, be interpreted as being paid to individuals whose chief duty is teaching. Certain other interesting facts are also brought out in these summary tables. For example, in Delaware the low end of the salary span begins approximately at the same point where the high end of the salary span in a number of the other States leaves off. The numbers of teachers involved are sufficiently large in most States to make the statistics given in Table 19 meaningful.

TABLE 19.—Per cent of teachers of all classes of rural schools for Negroes receiving the various salaries indicated, as reported by county and other rural school superintendents in 1929-30

State	Less than \$300	\$300 to \$399	\$400 to \$499	\$500 to \$599	\$600 to \$699	\$700 to \$799	\$800 to \$899	\$900 to \$999	\$1,000 to \$1,099	\$1,100 to \$1,199	\$1,200 to \$1,299	\$1,300 to \$1,399	\$1,400 to \$1,499	\$1,500 to \$1,599	\$1,600 to \$1,699	\$1,700 to \$1,799	\$1,800 to \$1,899	\$1,900 to \$1,999	\$2,000 or more
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Continental United States.....	34.1	18.1	12.8	11.6	7.9	4.5	4.7	2.3	1.4	0.7	0.5	0.2	0.2	0.2	0.1	0.1	0.1	0.1	0.4
Alabama.....	69.0	11.6	7.6	9.8	4.0	1.3	1.0	2.5	.8	.6	.2	.2		.2			.1		.3
Arkansas.....	28.1	22.6	15.5	12.3	6.2	4.3	4.6	2.7	1.4	1.0	.9		.2			.2			
Delaware.....					1.1	10.9	22.8	23.9			7.6	1.1	1.1	1.1					
Florida.....	7.1	15.7	16.3	14.8	13.2	6.9	3.6		1.8		.3		.3						
Georgia.....	79.7	10.4	3.2	1.3	1.1	.5	1.9	.8	.4	.1	.3			.3					
Kentucky.....	2	.3	18.6	44.9	16.3	7.9	9.5	1.3	.5	.2	.3								
Louisiana.....	51.9	22.5	12.6	2.9	3.7	2.7	1.2	1.2	.6	.3		.2	.2						
Maryland.....	1	1.0	6.9	40.9	26.7	9.6	6.5	1.3	1.4	.9	2.5	.4	1.3	.1		.4	.1		
Mississippi.....	73.0	9.9	6.2	1.9	1.2	1.2	.2		.1	.1				.1	.1				
Missouri.....	1.8	4.4	18.6	9.3	28.8	16.4	10.6	5.7	1.8		.9	.9	.4				.4		
North Carolina.....	5.0	30.0	27.9	14.6	13.3	5.1	2.7	.8	.3	.1	.1		.1						
Oklahoma.....	2	2	9.8	10.0	14.6	15.3	13.3	10.8	4.3	3.4	1.4	1.4	.2	.9	1.2	1.4	1.7	1.2	8.7
South Carolina.....	57.5	25.3	10.7	5.1	.3	.3	.4	.4											
Tennessee.....	10.2	25.0	23.4	17.3	9.8	6.5	3.9	1.2	1.1	.4	.1		.3	.7				.1	
Texas.....	6.7	27.1	27.4	11.9	13.1	4.4	4.4	1.3	2.0	.7	.4				.4		.3		
Virginia.....	11.2	47.1	14.1	10.3	5.8	4.9	3.4	1.4	.7	.2	.2	.2	.1	.1			.1		.2
West Virginia.....			.8	2.3	3.4	10.5	53.4	13.9	12.0	.2		1.3	.8		1.0			.3	

Table 20 makes available measures of central tendencies for colored teachers similar to those given for whites in Table 12. The medians here presented were derived and should be considered in the same manner as those for the white teachers. In a large number of cases medians were not computed because of the small number of teachers reported within a given class. Indeed, very few of the measures presented in Table 20 can be regarded as being as accurate an approximation of the true salary situation as is true of the statistics for white teachers. The total number of teachers involved is smaller, the proportionate number of county superintendents reporting data for colored teachers is slightly lower, and the fact that many of those included are within the lowest salary group makes statistical treatment difficult. These limitations should be held in mind when comparisons between statistics for white and colored teachers are attempted. Considered in connection with the distribution tables the medians assume considerable significance. At all events they constitute a better index of the salary status of these teachers than has previously been available and they provide a means of comparison among the several types of schools for rural Negroes and among States.

Rough comparisons are also possible between the salaries paid to white and colored teachers in the States where separate school systems for the two races are maintained. In a few outstanding instances, such as Delaware and West Virginia, the statistics actually show the median Negro teacher to be receiving a slightly higher salary than the median white teacher; in Kentucky they show a differential in favor of the whites of only \$57, the medians for both being low; in the States of Oklahoma and Missouri the medians for Negro teachers also show a comparatively close correspondence to those for white teachers. In some of the other States extreme differences are found in the salary medians of the two races. Maryland, for example, shows the median for whites to be more than \$600 higher. A difference of more than \$300 is found in several States.

If the salary of the median white teacher employed in all the rural schools of the 17 States is computed it is found to be \$788; for all the colored teachers employed in the rural schools of the same States, it is found to be \$388, a differential of \$400. By way of further comparison, it will be recalled that according to Table 12 the median salary of all classes of rural white teachers for the United States was found to be \$945. These differences are significant and lead to some disturbing questions: *Is it any wonder that Negro teachers as a group show particularly low training standards? What can be expected in the way of high-grade teaching performance when such meager bid is made for high-grade performers? Can we hope to improve the public education provided for the Negro unless we are willing to put more into*

the making and retention of those charged with the important task of giving instruction? Can we logically expect the Negro race to fit into the American scheme of things socially, economically, and culturally if we continue to provide its constituents with an educational opportunity which at its mainspring, the teacher, is so seriously handicapped?

TABLE 20.—Median salaries paid Negro teachers by types of rural schools and by States

State	1-teacher schools	2-teacher schools	3 or more teacher schools in open country	Consolidated schools	3 or more teacher schools in villages and towns	All classes
1	2	3	4	5	6	7
Continental United States.....	\$314	\$352	\$495	\$605	\$572	\$388
Alabama.....	(1)	(1)	514	566	524	(1)
Arkansas.....	333	389	458	540	585	397
Delaware.....	1,030	1,091		(1)	(1)	1,064
Florida.....	305	330	393	650	603	444
Georgia.....	(1)	(1)	(1)	650	340	(1)
Kentucky.....	561	573	(1)	(1)	(1)	569
Louisiana.....	(1)	304	(1)	(1)	457	(1)
Maryland.....	578	609	663			604
Mississippi.....	(1)	(1)	(1)	466	(1)	(1)
Missouri.....	620	(1)		829	(1)	655
North Carolina.....	374	430	538	607	536	454
Oklahoma.....	654	963	892	965	941	800
South Carolina.....	(1)	(1)	323	336	435	(1)
Tennessee.....	381	418	532	565	510	463
Texas.....	401	452	650	(1)	659	459
Virginia.....	351	363	424	661	712	382
West Virginia.....	852	840	850	(1)	659	862

¹ Median is less than \$300.

² Fewer than 25 teachers.

³ No data.

⁴ Includes data for all schools employing 3 or more teachers except those of Baltimore. Separate data could not be obtained.

Salaries of principals in charge of rural schools for whites.—In earlier studies of salaries paid to teachers of rural schools, the county and other rural superintendents reporting the basic facts obviously experienced some difficulty in determining when a borderline case should be reported as a school principal and when it should be listed as a teacher. Such borderline cases are especially frequent in schools employing but two or three teachers. In so small a school a person more than likely will have a full teaching program and exercise general administrative oversight over the school besides. The questionnaires used in 1925 and in the current study carried the following definition: "Report as principals only those devoting at least half of their time to administration and supervision, including principals of both junior and senior high schools." It will thus be seen that all those who devoted more than half of their time to teaching are counted as teachers. The data in Tables 21-25, inclusive, therefore, include only those persons who are chiefly engaged in supervisory or admin-

istrative activities and who are in charge of schools which operate directly under the county superintendent and are located in centers of 2,500 or fewer population.

Detailed data were gathered for each of three classes of principals, viz.: Those in charge of elementary schools only; those with schools having both elementary and high-school pupils; and those in charge of high schools only. In States where separate schools are maintained for the white and Negro races, data showing the salary status of these various classes of principals were compiled separately. In many of the States the number of principals in any given class proved to be so small that it was deemed wise to consolidate the detailed data for the three classes of principals and to publish but two distribution tables, one for each race, and to give only general data for each of the classes.

TABLE 21.—Salaries of principals of all rural schools for whites by States as reported by county and other rural school superintendents in 1929-30

State	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Continental United States	21	24	62	109	233	382	326	458	492	385	408	348	318	682	260	640	360	434	216	362	308	165	230	132	76	467	194	153	8,275	1,979		
Alabama	3	3	18	7	4	9	12	1			3	11	1		9		11	6	20	4	6	2	1	3			3	2		139	1,645	
Arizona			1	1	1	11	2	3	10	1	9		2	7			5	3	1	11	1					1			1	78	1,827	
Arkansas											2	1					5	1		1	1	2	2	2			12	3	4	37	2,918	
California						4			14	29	32	30	21	31	12	30	8	24	3	16	11	9	13	9	10	60	35	52		453	2,540	
Colorado							3	9	13	8	8	8	19	3	9	6	6	4	11	9	6	6	7	2	8	4	4				161	2,142
Connecticut							1	1			5	1	1	1	2					4			1	1	1	2		3			24	2,326
Delaware							3	8	3	5	2		2	2	2	4	3													37	2,628	
Florida						2	10	5	4	1	5		8	2	7	2		9			1	2					7	4	3	78	2,016	
Georgia	14	5		4	7	14	11	7	12	3	3	1	3	7	2	16	4	1		4		1	2	1			1			113	1,483	
Idaho			1	9	4	9	7	15	13	4	10	3	5	4	7	3	3	2	5	2	2	2	1				2		2		116	1,695
Illinois			3	10	14	7	19	13	25	7	22	13	8	43	16	22	20	18	16	14	22	14	17	10	10	36		12	9	420	2,125	
Indiana			1	11	23	14	4	1	6	3	9	13	59	19	70	28	30	29	21	22	4	3	1	1	1	4				376	1,976	
Iowa			9	24	18	44	50	26	34	16	18	20	17	25	24	22	10	17	16	5	7	2	2	11	3					419	1,772	
Kansas			1	4	11	18	21	23	25	21	10	19	10	33	24	40	30	30	31	22	12	14	11	5	3	10	4				410	1,910
Kentucky	3	5	3	4	5	6	4	11	17	17	2	6	18	3	7			3	3	2											124	1,597
Louisiana			2	3	3	1	5	1	13	2	16	2	7	16	5	21	10	16	2	5	1	6	8	3	1	3					152	1,936
Maine			2		8	20	5	10	3	5	2	5	2	10	3	2	5	4	3	2	2	1	3								98	1,576
Maryland													1		1	1	1	1	1	2	4	3	3			3	8				32	2,906
Massachusetts						2	1	8	3	8	3	3	5	2	1	5	5	3	3	3		5	6	3	1	5					75	2,054
Michigan			2	15	6	11	7	10	14	26	20	27	2	24	15	5	5	10	4	6	2	1	2	9	1	2					229	1,887
Minnesota					5		2	2	1	2	4	1		1	1	5	2	4	3	7	1	2									44	1,939
Mississippi	3	6	2	9	4	25	11	31	15	11	5	7	9	19	3	12	3	8		5	6	4	3				4	5	1	211	1,610	
Missouri		2	3	6	3	13	9	14	18	1	7	10	4	20	1	2	3	5	1	4	3	1									131	1,519
Montana					4	3	3	2	6	6	5	6	10	7	12	4	10	3	4	8	3	5	7	2	12	4	2				134	2,217
Nebraska			2	5	13	9	12	14	9	14	9	5	10	16	8	5	5	3	3	3	6	1					3	3			134	1,748

¹ Includes 1 receiving \$300 to \$399, and 1 receiving \$400 to \$499.

* Includes 2 receiving \$400 to \$499.

PRESENT SALARY STATUS OF TEACHERS

TABLE 21.—Salaries of principals of all rural schools for whites by States as reported by county and other rural school superintendents in 1929-30—Continued

State	\$500 to \$550	\$550 to \$600	\$600 to \$650	\$650 to \$700	\$700 to \$750	\$750 to \$800	\$800 to \$850	\$850 to \$900	\$900 to \$950	\$950 to \$1,000	\$1,000 to \$1,050	\$1,050 to \$1,100	\$1,100 to \$1,150	\$1,150 to \$1,200	\$1,200 to \$1,250	\$1,250 to \$1,300	\$1,300 to \$1,350	\$1,350 to \$1,400	\$1,400 to \$1,450	\$1,450 to \$1,500	\$1,500 to \$1,550	\$1,550 to \$1,600	\$1,600 to \$1,650	\$1,650 to \$1,700	\$1,700 to \$1,750	\$1,750 to \$1,800	\$1,800 to \$1,850	\$1,850 to \$1,900	\$1,900 to \$1,950	\$1,950 to \$2,000	\$2,000 to \$2,050	\$2,050 to \$2,100	\$2,100 to \$2,150	\$2,150 to \$2,200	\$2,200 to \$2,250	\$2,250 to \$2,300	\$2,300 to \$2,350	\$2,350 to \$2,400	\$2,400 to \$2,450	\$2,450 to \$2,500	\$2,500 to \$2,550	\$2,550 to \$2,600	\$2,600 to \$2,650	\$2,650 to \$2,700	\$2,700 to \$2,750	\$2,750 to \$2,800	\$2,800 to \$2,850	\$2,850 to \$2,900	\$2,900 to \$2,950	\$2,950 to \$3,000	\$3,000 to \$3,050	\$3,050 to \$3,100	\$3,100 to \$3,150	\$3,150 to \$3,200	\$3,200 to \$3,250	\$3,250 to \$3,300	\$3,300 to \$3,350	\$3,350 to \$3,400	\$3,400 to \$3,450	\$3,450 to \$3,500	\$3,500 to \$3,550	\$3,550 to \$3,600	\$3,600 to \$3,650	\$3,650 to \$3,700	\$3,700 to \$3,750	\$3,750 to \$3,800	\$3,800 to \$3,850	\$3,850 to \$3,900	\$3,900 to \$3,950	\$3,950 to \$4,000	\$4,000 to \$4,050	\$4,050 to \$4,100	\$4,100 to \$4,150	\$4,150 to \$4,200	\$4,200 to \$4,250	\$4,250 to \$4,300	\$4,300 to \$4,350	\$4,350 to \$4,400	\$4,400 to \$4,450	\$4,450 to \$4,500	\$4,500 to \$4,550	\$4,550 to \$4,600	\$4,600 to \$4,650	\$4,650 to \$4,700	\$4,700 to \$4,750	\$4,750 to \$4,800	\$4,800 to \$4,850	\$4,850 to \$4,900	\$4,900 to \$4,950	\$4,950 to \$5,000	\$5,000 to \$5,050	\$5,050 to \$5,100	\$5,100 to \$5,150	\$5,150 to \$5,200	\$5,200 to \$5,250	\$5,250 to \$5,300	\$5,300 to \$5,350	\$5,350 to \$5,400	\$5,400 to \$5,450	\$5,450 to \$5,500	\$5,500 to \$5,550	\$5,550 to \$5,600	\$5,600 to \$5,650	\$5,650 to \$5,700	\$5,700 to \$5,750	\$5,750 to \$5,800	\$5,800 to \$5,850	\$5,850 to \$5,900	\$5,900 to \$5,950	\$5,950 to \$6,000	\$6,000 to \$6,050	\$6,050 to \$6,100	\$6,100 to \$6,150	\$6,150 to \$6,200	\$6,200 to \$6,250	\$6,250 to \$6,300	\$6,300 to \$6,350	\$6,350 to \$6,400	\$6,400 to \$6,450	\$6,450 to \$6,500	\$6,500 to \$6,550	\$6,550 to \$6,600	\$6,600 to \$6,650	\$6,650 to \$6,700	\$6,700 to \$6,750	\$6,750 to \$6,800	\$6,800 to \$6,850	\$6,850 to \$6,900	\$6,900 to \$6,950	\$6,950 to \$7,000	\$7,000 to \$7,050	\$7,050 to \$7,100	\$7,100 to \$7,150	\$7,150 to \$7,200	\$7,200 to \$7,250	\$7,250 to \$7,300	\$7,300 to \$7,350	\$7,350 to \$7,400	\$7,400 to \$7,450	\$7,450 to \$7,500	\$7,500 to \$7,550	\$7,550 to \$7,600	\$7,600 to \$7,650	\$7,650 to \$7,700	\$7,700 to \$7,750	\$7,750 to \$7,800	\$7,800 to \$7,850	\$7,850 to \$7,900	\$7,900 to \$7,950	\$7,950 to \$8,000	\$8,000 to \$8,050	\$8,050 to \$8,100	\$8,100 to \$8,150	\$8,150 to \$8,200	\$8,200 to \$8,250	\$8,250 to \$8,300	\$8,300 to \$8,350	\$8,350 to \$8,400	\$8,400 to \$8,450	\$8,450 to \$8,500	\$8,500 to \$8,550	\$8,550 to \$8,600	\$8,600 to \$8,650	\$8,650 to \$8,700	\$8,700 to \$8,750	\$8,750 to \$8,800	\$8,800 to \$8,850	\$8,850 to \$8,900	\$8,900 to \$8,950	\$8,950 to \$9,000	\$9,000 to \$9,050	\$9,050 to \$9,100	\$9,100 to \$9,150	\$9,150 to \$9,200	\$9,200 to \$9,250	\$9,250 to \$9,300	\$9,300 to \$9,350	\$9,350 to \$9,400	\$9,400 to \$9,450	\$9,450 to \$9,500	\$9,500 to \$9,550	\$9,550 to \$9,600	\$9,600 to \$9,650	\$9,650 to \$9,700	\$9,700 to \$9,750	\$9,750 to \$9,800	\$9,800 to \$9,850	\$9,850 to \$9,900	\$9,900 to \$9,950	\$9,950 to \$10,000	\$10,000 to \$10,050	\$10,050 to \$10,100	\$10,100 to \$10,150	\$10,150 to \$10,200	\$10,200 to \$10,250	\$10,250 to \$10,300	\$10,300 to \$10,350	\$10,350 to \$10,400	\$10,400 to \$10,450	\$10,450 to \$10,500	\$10,500 to \$10,550	\$10,550 to \$10,600	\$10,600 to \$10,650	\$10,650 to \$10,700	\$10,700 to \$10,750	\$10,750 to \$10,800	\$10,800 to \$10,850	\$10,850 to \$10,900	\$10,900 to \$10,950	\$10,950 to \$11,000	\$11,000 to \$11,050	\$11,050 to \$11,100	\$11,100 to \$11,150	\$11,150 to \$11,200	\$11,200 to \$11,250	\$11,250 to \$11,300	\$11,300 to \$11,350	\$11,350 to \$11,400	\$11,400 to \$11,450	\$11,450 to \$11,500	\$11,500 to \$11,550	\$11,550 to \$11,600	\$11,600 to \$11,650	\$11,650 to \$11,700	\$11,700 to \$11,750	\$11,750 to \$11,800	\$11,800 to \$11,850	\$11,850 to \$11,900	\$11,900 to \$11,950	\$11,950 to \$12,000	\$12,000 to \$12,050	\$12,050 to \$12,100	\$12,100 to \$12,150	\$12,150 to \$12,200	\$12,200 to \$12,250	\$12,250 to \$12,300	\$12,300 to \$12,350	\$12,350 to \$12,400	\$12,400 to \$12,450	\$12,450 to \$12,500	\$12,500 to \$12,550	\$12,550 to \$12,600	\$12,600 to \$12,650	\$12,650 to \$12,700	\$12,700 to \$12,750	\$12,750 to \$12,800	\$12,800 to \$12,850	\$12,850 to \$12,900	\$12,900 to \$12,950	\$12,950 to \$13,000	\$13,000 to \$13,050	\$13,050 to \$13,100	\$13,100 to \$13,150	\$13,150 to \$13,200	\$13,200 to \$13,250	\$13,250 to \$13,300	\$13,300 to \$13,350	\$13,350 to \$13,400	\$13,400 to \$13,450	\$13,450 to \$13,500	\$13,500 to \$13,550	\$13,550 to \$13,600	\$13,600 to \$13,650	\$13,650 to \$13,700	\$13,700 to \$13,750	\$13,750 to \$13,800	\$13,800 to \$13,850	\$13,850 to \$13,900	\$13,900 to \$13,950	\$13,950 to \$14,000	\$14,000 to \$14,050	\$14,050 to \$14,100	\$14,100 to \$14,150	\$14,150 to \$14,200	\$14,200 to \$14,250	\$14,250 to \$14,300	\$14,300 to \$14,350	\$14,350 to \$14,400	\$14,400 to \$14,450	\$14,450 to \$14,500	\$14,500 to \$14,550	\$14,550 to \$14,600	\$14,600 to \$14,650	\$14,650 to \$14,700	\$14,700 to \$14,750	\$14,750 to \$14,800	\$14,800 to \$14,850	\$14,850 to \$14,900	\$14,900 to \$14,950	\$14,950 to \$15,000	\$15,000 to \$15,050	\$15,050 to \$15,100	\$15,100 to \$15,150	\$15,150 to \$15,200	\$15,200 to \$15,250	\$15,250 to \$15,300	\$15,300 to \$15,350	\$15,350 to \$15,400	\$15,400 to \$15,450	\$15,450 to \$15,500	\$15,500 to \$15,550	\$15,550 to \$15,600	\$15,600 to \$15,650	\$15,650 to \$15,700	\$15,700 to \$15,750	\$15,750 to \$15,800	\$15,800 to \$15,850	\$15,850 to \$15,900	\$15,900 to \$15,950	\$15,950 to \$16,000	\$16,000 to \$16,050	\$16,050 to \$16,100	\$16,100 to \$16,150	\$16,150 to \$16,200	\$16,200 to \$16,250	\$16,250 to \$16,300	\$16,300 to \$16,350	\$16,350 to \$16,400	\$16,400 to \$16,450	\$16,450 to \$16,500	\$16,500 to \$16,550	\$16,550 to \$16,600	\$16,600 to \$16,650	\$16,650 to \$16,700	\$16,700 to \$16,750	\$16,750 to \$16,800	\$16,800 to \$16,850	\$16,850 to \$16,900	\$16,900 to \$16,950	\$16,950 to \$17,000	\$17,000 to \$17,050	\$17,050 to \$17,100	\$17,100 to \$17,150	\$17,150 to \$17,200	\$17,200 to \$17,250	\$17,250 to \$17,300	\$17,300 to \$17,350	\$17,350 to \$17,400	\$17,400 to \$17,450	\$17,450 to \$17,500	\$17,500 to \$17,550	\$17,550 to \$17,600	\$17,600 to \$17,650	\$17,650 to \$17,700	\$17,700 to \$17,750	\$17,750 to \$17,800	\$17,800 to \$17,850	\$17,850 to \$17,900	\$17,900 to \$17,950	\$17,950 to \$18,000	\$18,000 to \$18,050	\$18,050 to \$18,100	\$18,100 to \$18,150	\$18,150 to \$18,200	\$18,200 to \$18,250	\$18,250 to \$18,300	\$18,300 to \$18,350	\$18,350 to \$18,400	\$18,400 to \$18,450	\$18,450 to \$18,500	\$18,500 to \$18,550	\$18,550 to \$18,600	\$18,600 to \$18,650	\$18,650 to \$18,700	\$18,700 to \$18,750	\$18,750 to \$18,800	\$18,800 to \$18,850	\$18,850 to \$18,900	\$18,900 to \$18,950	\$18,950 to \$19,000	\$19,000 to \$19,050	\$19,050 to \$19,100	\$19,100 to \$19,150	\$19,150 to \$19,200	\$19,200 to \$19,250	\$19,250 to \$19,300	\$19,300 to \$19,350	\$19,350 to \$19,400	\$19,400 to \$19,450	\$19,450 to \$19,500	\$19,500 to \$19,550	\$19,550 to \$19,600	\$19,600 to \$19,650	\$19,650 to \$19,700	\$19,700 to \$19,750	\$19,750 to \$19,800	\$19,800 to \$19,850	\$19,850 to \$19,900	\$19,900 to \$19,950	\$19,950 to \$20,000	\$20,000 to \$20,050	\$20,050 to \$20,100	\$20,100 to \$20,150	\$20,150 to \$20,200	\$20,200 to \$20,250	\$20,250 to \$20,300	\$20,300 to \$20,350	\$20,350 to \$20,400	\$20,400 to \$20,450	\$20,450 to \$20,500	\$20,500 to \$20,550	\$20,550 to \$20,600	\$20,600 to \$20,650	\$20,650 to \$20,700	\$20,700 to \$20,750	\$20,750 to \$20,800	\$20,800 to \$20,850	\$20,850 to \$20,900	\$20,900 to \$20,950	\$20,950 to \$21,000	\$21,000 to \$21,050	\$21,050 to \$21,100	\$21,100 to \$21,150	\$21,150 to \$21,200	\$21,200 to \$21,250	\$21,250 to \$21,300	\$21,300 to \$21,350	\$21,350 to \$21,400	\$21,400 to \$21,450	\$21,450 to \$21,500	\$21,500 to \$21,550	\$21,550 to \$21,600	\$21,600 to \$21,650	\$21,650 to \$21,700	\$21,700 to \$21,750	\$21,750 to \$21,800	\$21,800 to \$21,850	\$21,850 to \$21,900	\$21,900 to \$21,950	\$21,950 to \$22,000	\$22,000 to \$22,050	\$22,050 to \$22,100	\$22,100 to \$22,150	\$22,150 to \$22,200	\$22,200 to \$22,250	\$22,250 to \$22,300	\$22,300 to \$22,350	\$22,350 to \$22,400	\$22,400 to \$22,450	\$22,450 to \$22,500	\$22,500 to \$22,550	\$22,550 to \$22,600	\$22,600 to \$22,650	\$22,650 to \$22,700	\$22,700 to \$22,750	\$22,750 to \$22,800	\$22,800 to \$22,850	\$22,850 to \$22,900	\$22,900 to \$22,950	\$22,950 to \$23,000	\$23,000 to \$23,050	\$23,050 to \$23,100	\$23,100 to \$23,150	\$23,150 to \$23,200	\$23,200 to \$23,250	\$23,250 to \$23,300	\$23,300 to \$23,350	\$23,350 to \$23,400	\$23,400 to \$23,450	\$23,450 to \$23,500	\$23,500 to \$23,550	\$23,550 to \$23,600	\$23,600 to \$23,650	\$23,650 to \$23,700	\$23,700 to \$23,750	\$23,750 to \$23,800	\$23,800 to \$23,850	\$23,850 to \$23,900	\$23,900 to \$23,950	\$23,950 to \$24,000	\$24,000 to \$24,050	\$24,050 to \$24,100	\$24,100 to \$24,150	\$24,150 to \$24,200	\$24,200 to \$24,250	\$24,250 to \$24,300	\$24,300 to \$24,350	\$24,350 to \$24,400	\$24,400 to \$24,450	\$24,450 to \$24,500	\$24,500 to \$24,550	\$24,550 to \$24,600	\$24,600 to \$24,650	\$24,650 to \$24,700	\$24,700 to \$24,750	\$24,750 to \$24,800	\$24,800 to \$24,850	\$24,850 to \$24,900	\$24,900 to \$24,950	\$24,950 to \$25,000	\$25,000 to \$25,050	\$25,050 to \$25,100	\$25,100 to \$25,150	\$25,150 to \$25,200	\$25,200 to \$25,250	\$25,250 to \$25,300	\$25,300 to \$25,350	\$25,350 to \$25,400	\$25,400 to \$25,450	\$25,450 to \$25,500	\$25,500 to \$25,550	\$25,550 to \$25,600	\$25,600 to \$25,650	\$25,650 to \$25,700	\$25,700 to \$25,750	\$25,750 to \$25,800	\$25,800 to \$25,850	\$25,850 to \$25,900	\$25,900 to \$25,950	\$25,950 to \$26,000	\$26,000 to \$26,050	\$26,050 to \$26,100	\$26,100 to \$26,150	\$26,150 to \$26,200	\$26,200 to \$26,250	\$26,250 to \$26,300	\$26,300 to \$26,350	\$26,350 to \$26,400	\$26,400 to \$26,450	\$26,450 to \$26,500	\$26,500 to \$26,550	\$26,550 to \$26,600	\$26,600 to \$26,650	\$26,650 to \$26,700	\$26,700 to \$26,750	\$26,750 to \$26,800	\$26,800 to \$26,850	\$26,850 to \$26,900	\$26,900 to \$26,950	\$26,950 to \$27,000	\$27,000 to \$27,050	\$27,050 to \$27,100	\$27,100 to \$27,150	\$27,150 to \$27,200	\$27,200 to \$27,250	\$27,250 to \$27,300	\$27,300 to \$27,350	\$27,350 to \$27,400	\$27,400 to \$27,450	\$27,450 to \$27,500	\$27,500 to \$27,550	\$27,550 to \$27,600	\$27,600 to \$27,650	\$27,650 to \$27,700	\$27,700 to \$27,750	\$27,750 to \$27,800	\$27,800 to \$27,850	\$27,850 to \$27,900	\$27,900 to \$27,950	\$27,950 to \$28,000	\$28,000 to \$28,050	\$28,050 to \$28,100	\$28,100 to \$28,150	\$28,150 to \$28,200	\$28,200 to \$28,250	\$28,250 to \$28,300	\$28,300 to \$28,350	\$28,350 to \$28,400	\$28,400 to \$28,450	\$28,450 to \$28,500	\$28,500 to \$28,550	\$28,550 to \$28,600	\$28,600 to \$28,650	\$28,650 to \$28,700	\$28,700 to \$28,750	\$28,750 to \$28,800	\$28,800 to \$28,850	\$28,850 to \$28,900	\$28,900 to \$28,950	\$28,950 to \$29,000	\$29,000 to \$29,050	\$29,050 to \$29,100	\$29,100 to \$29,150	\$29,150 to \$29,200	\$29,200 to \$29,250	\$29,250 to \$29,300	\$29,300 to \$29,350	\$29,350 to \$29,400	\$29,400 to \$29,450	\$29,450 to \$29,500	\$29,500 to \$29,550	\$29,550 to \$29,600	\$29,600 to \$29,650	\$29,650 to \$29,700	\$29,700 to \$29,750	\$29,750 to \$29,800	\$29,800 to \$29,850	\$29,850 to \$29,900	\$29,900 to \$29,950	\$29,950 to \$30,000	\$30,000 to \$30,050	\$30,050 to \$30,100	\$30,100 to \$30,150	\$30,150 to \$30,200	\$30,200 to \$30,250	\$30,250 to \$30,300	\$30,300 to \$30,350	\$30,350 to \$30,400	\$30,400 to \$30,450	\$30,450 to \$30,500	\$30,500 to \$30,550	\$30,550 to \$30,600	\$30,600 to \$30,650	\$30,650 to \$30,700	\$30,700 to \$30,750	\$30,750 to \$30,800	\$30,800 to \$30,850	\$30,850 to \$30,900	\$30,900 to \$30,950	\$30,950 to \$31,000	\$31,000 to \$31,050	\$31,050 to \$31,100	\$31,100 to \$31,150	\$31,150 to \$31,200	\$31,200 to \$31,250	\$31,250 to \$31,300	\$31,300 to \$31,350	\$31,350 to \$31,400	\$31,400 to \$31,450	\$31,450 to \$31,500	\$31,500 to \$31,550	\$31,550 to \$31,600	\$31,600 to \$31,650	\$31,650 to \$31,700	\$31,700 to \$31,750	\$31,750 to \$31,800	\$31,800 to \$31,850	\$31,850 to \$31,900	\$31,900 to \$31,950	\$31,950 to \$32,000	\$32,000 to \$32,050	\$32,050 to \$32,100	\$32,100 to \$32,150	\$32,150 to \$32,200	\$32,200 to \$32,250	\$32,250 to \$32,300	\$32,300 to \$32,350	\$32,350 to \$32,400	\$32,400 to \$32,450	\$32,450 to \$32,500	\$32,500 to \$32,550	\$32,550 to \$32,600	\$32,600 to \$32,650	\$32,650 to \$32,700	\$32,700 to \$32,750	\$32,750 to \$32,800	\$32,800 to \$32,850	\$32,850 to \$32,900	\$32,900 to \$32,950	\$32,950 to \$33,000	\$33,000 to \$33,050	\$33,050 to \$33,100	\$33,100 to \$33,150	\$33,150 to \$33,200	\$33,200 to \$33,250	\$33,250 to \$33,300	\$33,300 to \$33,350	\$33,350 to \$33,400	\$33,400 to \$33,450	\$33,450 to \$33,500	\$33,500 to \$33,550	\$33,550 to \$33,600	\$33,600 to \$33,650	\$33,650 to \$33,700	\$33,700 to \$33,750	\$33,750 to \$33,800	\$33,800 to \$33,850	\$33,850 to \$33,900	\$33,900 to \$33,950	\$33,950 to \$34,000	\$34,000 to \$34,050	\$34,050 to \$34,100	\$34,100 to \$34,150	\$34
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Table 21 gives data by States to show how the combined classes of principals in charge of white schools are distributed among the several salary ranges. Salary data were reported for a total of 8,275 such school officials. Totals by States are given in column 30. It will be seen from Table 21 that for the Nation as a whole and for most of the States, the cases are distributed fairly evenly among the salary ranges. This is probably in part due to the fact that the data for the three classes were combined. The detailed tables (not here included) reveal that for the Nation as a whole and in most of the States there is considerable overlapping of the three distributions but that those for principals in charge of elementary schools list larger proportions in the lower salary brackets, those for principals of high schools show larger proportions in the higher brackets, and those in charge of schools enrolling both types of pupils tend to assume an intermediate position. The median salaries for these three types of school officers were found to be (see Table 22), respectively, \$1,382, \$2,077, and \$2,038.

Since most of the distributions extended over such wide ranges and since the total number of principals in many of the States was small, State medians were not considered valid as measures of central tendency. It is believed, however, that the arithmetic mean will gage fairly closely the relative position which these administrative and supervisory officers hold in the salary provisions of the several States. The arithmetic means were computed by States, as closely as the basic data would permit, and are presented for the combined classes of principals of rural schools for whites in column 31. One State, Nevada, shows an average of more than \$3,000 and a few others approach this figure closely. On the other hand, the average for a number of the States is only about half this amount. To be sure, the proportion of cases of each of the three classes of principals included in these consolidated averages will in part account for the differences among the salary averages of the various States. Averages for each class will be given by States in a later portion of the study. (Table 27.)

TABLE 22.—Number and per cent of principals of rural schools for whites receiving salaries indicated, as reported by county and other rural school superintendents in 1929-30

Annual salaries	Of elementary schools only		Of schools having both elementary and high-school pupils		Of organized high schools only		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
1	2	3	4	5	6	7	8	9
\$500 to \$599	1	0.04					1	0.01
\$600 to \$699	3	.1					3	.03
\$700 to \$799	14	.7	3	0.1			17	.2
\$800 to \$899	23	1.0	4	.1			24	.3
\$900 to \$999	37	1.8	24	.5	1	.06	62	.8
\$1,000 to \$1,099	78	3.7	31	.7			109	1.3
\$1,100 to \$1,199	179	7.6	58	1.3	16	1.0	233	2.8
\$1,200 to \$1,299	399	9.5	142	3.1	41	2.6	382	4.6
\$1,300 to \$1,399	553	8.7	106	2.3	37	2.4	326	3.9
\$1,400 to \$1,499	290	9.5	207	4.5	51	3.2	458	5.5
\$1,500 to \$1,599	189	9.0	219	4.7	84	5.3	492	6.0
\$1,600 to \$1,699	164	7.8	156	3.4	65	4.1	385	4.7
\$1,700 to \$1,799	116	5.5	231	5.0	61	3.9	408	4.9
\$1,800 to \$1,899	92	4.4	173	3.8	83	5.3	348	4.2
\$1,900 to \$1,999	84	4.0	165	3.6	69	4.4	318	3.8
\$2,000 to \$2,099	99	4.7	455	9.9	128	8.1	682	8.2
\$2,100 to \$2,199	43	2.0	164	3.6	53	3.4	260	3.1
\$2,200 to \$2,299	84	4.0	428	9.3	128	8.1	640	7.7
\$2,300 to \$2,399	51	2.4	227	4.9	82	5.2	360	4.4
\$2,400 to \$2,499	45	2.2	272	5.9	117	7.4	434	5.3
\$2,500 to \$2,599	19	.9	146	3.2	51	3.2	216	2.6
\$2,600 to \$2,699	30	1.4	251	5.4	81	5.1	362	4.4
\$2,700 to \$2,799	28	1.3	214	4.6	66	4.2	308	3.7
\$2,800 to \$2,899	20	1.0	132	2.9	43	2.7	195	2.4
\$2,900 to \$2,999	21	1.0	148	3.2	61	3.9	230	2.8
\$3,000 to \$3,099	13	.6	95	2.1	24	1.5	132	1.6
\$3,100 to \$3,199	13	.6	47	1.0	16	1.0	76	.9
\$3,200 to \$3,299	57	2.7	294	6.4	119	7.4	467	5.6
\$3,300 to \$3,399	22	1.1	124	2.7	48	3.1	194	2.3
\$3,400 to \$3,499	14	.7	85	1.8	54	3.4	153	1.9
\$3,500 or more								
Total	2,098	100.0	4,601	100.0	1,576	100.0	8,275	100.0
Median salary	\$1,382		\$2,058		\$2,077		\$1,884	
Q ₁	1,100		1,586		1,645		1,393	
Q ₃	1,948		2,492		2,542		2,402	

Table 22 provides a general summary of the salary distributions for the combined group of principals and by classes. It will be seen that 4,601 of the 8,275 principals for which salary data were reported were in charge of schools having both elementary and high-school pupils, 2,098 had elementary pupils only, and 1,576 had high-school pupils only. Columns 3, 5, 7, and 9 give the percentages in the various classes within each of the several salary brackets. It will be seen, for example, that nearly 15 per cent of those in charge of schools having only elementary pupils receive salaries less than \$1,000 per school term; a few receive less than \$500. The table reveals that the lowest 25 per cent of this class receive \$1,106 or less, and the highest 25 per cent receive \$1,948 or more. In other words more than three-fourths

of the principals in this class receive an annual salary of less than \$2,000.

When the general tendencies in the other two classes are considered salary figures are found proportionately higher. Of those in charge of schools having both elementary and high-school pupils the middle 50 per cent are paid salaries ranging between \$1,586 and \$2,492, and those in charge of schools having high-school pupils only the middle 50 per cent of the salaries are found between \$1,645 on the one hand and \$2,542 on the other.

The differences between the pecuniary rewards offered to those in charge of high schools when compared to those in the elementary schools are marked. To be sure there is considerable overlapping between the salary distributions but it is clear that society is willing to pay much higher for the leadership of the secondary schools than for that of elementary schools. Why this should be so is difficult to say. When the matter is subjected to careful thought it becomes clear that the latter usually involves eight grades to the former's four; the elementary school is responsible for a wider age span; it touches a larger proportion of society; it must deal with the children before the less capable and other atypical groups have been eliminated; and withal elementary education takes priority in the child's development, it is primary in character, all subsequent education is dependent upon its being well done.

Of course, as will be shown later in the study, principals in charge of high schools excel those of elementary schools in the matter of training. The former average 3 years and 3 months of college work, whereas the latter average only 1 year and 7 months. But this disparity in preparation adds to rather than justifies the enigma when relative difficulty and complexity of functions are considered.

Salaries of principals in charge of rural schools for the Negro.—A total of only 104 principals of colored schools was reported, the States of Alabama, Mississippi, and Virginia accounting for more than half of this number. The total number of cases involved is so small for most of the States, and for the most part the distributions are so scattered that conclusions of high validity are not possible. Distributions by States for the combined classes of principals together with totals and arithmetic means are presented in Table 23. The number and per cent of each class of principals falling within each of the various salary brackets will be found in Table 24. These tables should be read in the same way as Tables 21 and 22.

TABLE 23.—Salaries of principals of all rural schools for Negroes by States, as reported by county and other rural school superintendents in 1929-30

State	Less than \$500	\$500 to \$599	\$600 to \$699	\$700 to \$799	\$800 to \$899	\$900 to \$999	\$1,000 to \$1,099	\$1,100 to 1,199	\$1,200 to \$1,299	\$1,300 to \$1,399	\$1,400 to \$1,499	\$1,500 to 1,999	\$2,000 to \$2,499	\$2,500 or more	Total number of principals	Average salary
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Continental United States.....	3	2	5	2	11	6	12	6	12	4	4	22	11	4	104	\$1,307
Alabama.....	2	1	1	1	1	3	1	2	1	1	3	4	3	22	1,555	
Arkansas.....							1							6	1,800	
Florida.....						2		2	1	2	1	1	3	9	1,239	
Georgia.....	1											1		2	1,000	
Louisiana.....			3		2		1	1				2		9	1,039	
Mississippi.....						8	3	4						15	967	
North Carolina.....		1					1					1		3	1,117	
Oklahoma.....					1	1	2	1	2	1		1		9	1,161	
South Carolina.....			2											2	680	
Tennessee.....												1	1	2	1,650	
Virginia.....				1		2		1	2				11	1	18	1,504
West Virginia.....							1	2					3	1	7	1,807

TABLE 24.—Number and per cent of principals of rural schools for Negroes receiving the salaries indicated, as reported by county and other rural school superintendents in 1929-30

Annual salaries	Of elementary schools only		Of schools having both elementary and high-school pupils		Of organized high schools only		Total	
	Number	Per cent	Number	Per cent ¹	Number	Per cent	Number	Per cent ²
1	2	3	4	5	6	7	8	9
Less than \$500.....			1	1.3			1	1.0
\$500 to \$599.....			1	1.3			1	1.0
\$600 to \$699.....	2	10.5					2	1.9
\$700 to \$799.....	1	5.2	4	5.3			5	4.8
\$800 to \$899.....			2	2.6			2	1.9
\$900 to \$999.....	5	26.3	6	7.9			11	10.6
\$1,000 to \$1,099.....	1	5.2	6	6.6			6	5.8
\$1,100 to \$1,199.....	6	31.6	5	6.6	1	11.1	12	11.5
\$1,200 to \$1,299.....			5	6.6			6	5.8
\$1,300 to \$1,399.....	1	5.3	10	13.2	1	11.1	12	11.5
\$1,400 to \$1,499.....			4	5.3			4	3.8
\$1,500 to \$1,599.....	1	5.3	3	3.9			4	3.8
\$1,600 to \$1,699.....	1	5.3	5	6.6	1	11.1	7	6.7
\$1,700 to \$1,799.....			1	1.3	1	11.1	2	1.9
\$1,800 to \$1,899.....			13	17.1			13	12.5
\$1,900 to \$1,999.....								
\$2,000 to \$2,099.....			4	5.3			4	3.8
\$2,100 to \$2,199.....								
\$2,200 to \$2,299.....	1		1	1.3	1	11.1	2	1.9
\$2,300 to \$2,399.....			1	1.3			1	1.0
\$2,400 to \$2,499.....	1	5.3	3	3.9			4	3.9
\$2,500 to \$2,599.....								
\$2,600 to \$2,699.....								
\$2,700 to \$2,799.....								
\$2,800 to \$2,899.....								
\$2,900 to \$2,999.....			1	1.3			1	1.0
\$3,000 to \$3,099.....					1	11.1	1	1.0
\$3,100 to \$3,199.....					2	22.3	2	1.9
Total.....	19	100.0	75	100.0	9	100.0	104	100.0

¹ The median principal in charge of schools enrolling both elementary and high school pupils receives a salary of \$1,200; the one at Q₁ receives \$980, and the one at Q₃ receives \$1,631.

² If all principals are considered together the one at the median receives \$1,242, the one at Q₁ receives \$980, and the one at Q₃ receives \$1,815.

Reference to Table 2 will show that a disproportionately small number of rural schools for Negroes employ as many as three teachers. This fact probably accounts for the small number of Negro principals reported for this study. It is probable, therefore, that even this small number is representative of the total situation. If so, it is interesting to note the salary status occupied by those in charge of the administration and supervision of the larger rural schools for this racial group. Compared with the principals of the white schools, the Negro principals receive about one-third less.

Salary trends in the rural schools.—Questions of unusual interest at the present time are these: What trends do salaries of rural school workers show? Are salaries being cut? Are they being increased, or are they just holding their own in these times of financial strain? Since fairly comparable data are now available for three periods, viz, 1921, 1925, and 1930, it is believed profitable to present in tabular form and to compare the salaries paid to the several classes of rural school teachers and principals for those periods. Because separate data for colored schools were not available for the years 1921 and 1925, the data given in Tables 25 to 27, inclusive, include both the white and the Negro teachers employed in the rural schools. Salary data for the five classes of teachers are given in terms of medians, but for reasons explained above those for the several classes of principals are in averages. Increases are given for the 9-year period both in actual amounts and in per cents. A plus indicates that the salary index for that State has risen during the 9-year period; a minus indicates a loss. All percentages are based upon the salaries paid in 1921, the earliest date for which comparable data are available.

For the Nation as a whole it will be noted that the median salary of teachers of 1-room schools was found to be \$774 in 1921, for 1925 it was \$761, and for 1930 it was \$788. Indications therefore are that when the teachers in this class of schools for all the States are considered together their salary status has not changed much within the past decade. There seems to be a slight tendency upward. The latter point becomes particularly apparent when the figures at the foot of Table 25 are considered. These figures show the total number of States in which salary medians have either increased or decreased. It will be seen that even though the median salary for the 1-room schools of the United States was \$13 lower in 1925 than in 1921, 27 of the States showed increases during this period and only 19 showed decreases; during the period 1925 to 1930, 39 of the States showed increases in the medians and 4 showed decreases; and if the medians for the entire 9-year period are compared, 35 States show increases and 13 show decreases. In 9 of the 13 States decreases are each less than 10 per cent; New Mexico showed a decrease of 26.5 per cent, Alabama showed 18.1 per cent, South Carolina 17.7 per cent, and North Dakota

16.5 per cent. In each of these States except North Dakota there are comparatively few 1-teacher schools, and in Alabama and South Carolina the larger proportion of the schools of the 1-room type reported is for Negro children.

TABLE 25.—Comparisons by States of median salaries paid teachers of 1-teacher and 2-teacher schools in 1921, 1925, and 1930

State	1-teacher schools						2-teacher schools				
	1921	1925	1930	Increase or decrease for 9-year period		1921	1925	1930	Increase or decrease for 9-year period		
				Amount	Per cent				Amount	Per cent	
1	2	3	4	5	6	7	8	9	10	11	
Continental United States	\$774	\$761	\$788		+\$14	+1.8	\$877	\$754	\$829	-\$48	-6.5
Alabama	419	343	(1)		\$-76	-18.1	418	398	455	+37	+8.9
Arizona	1,243	1,312	1,337		+94	+7.6	1,299	1,333	1,288	+19	+1.5
Arkansas	428	411	447		+19	+4.4	552	518	537	+15	+2.7
California	1,257	1,297	1,360		+103	+8.2	1,323	1,394	1,452	+159	+12.0
Colorado	874	874	967		+33	+3.8	1,023	1,012	1,078	+65	+6.4
Connecticut	931	1,053	1,079		+148	+15.8	1,092	1,086	1,182	+120	+11.3
Delaware	689	781	969		+280	+40.6	729	846	1,028	+299	+41.0
Florida	399	376	513		+114	+29.6	608	588	615	+27	+4.6
Georgia	300	319	(1)		\$+49	+16.3	413	395	382	-11	-2.7
Idaho	918	892	943		+25	+2.7	1,047	965	1,062	+97	+10.1
Illinois	781	762	829		+48	+6.1	872	898	933	+61	+7.0
Indiana	861	869	892		+31	+3.6	873	898	974	+101	+11.6
Iowa	768	713	736		-52	-6.2	946	817	821	-119	-12.7
Kansas	731	701	774		+23	+3.1	880	820	905	+25	+2.8
Kentucky	453	498	482		+19	+4.1	550	560	641	+91	+16.5
Louisiana	659	631	(1)		\$-28	-4.2	719	695	693	-16	-16.1
Maine	555	614	643		+59	+10.6	707	749	738	+31	+4.2
Maryland	695	820	1,035		+330	+48.7	763	1,042	1,052	+289	+37.8
Massachusetts	(1)	950	977		+27	+2.8	(1)	1,068	1,102	+34	+3.2
Michigan	832	863	942		+110	+13.2	(1)	952	1,049	+97	+10.1
Minnesota	845	760	779		-66	-7.8	913	907	926	+13	+1.4
Mississippi	328	300	(1)		\$-28	-8.6	404	329	(1)	\$-75	-18.6
Missouri	564	674	699		+45	+7.6	613	697	699	+86	+14.0
Montana	960	913	939		-47	-4.9	1,112	1,042	1,070	-70	-6.2
Nebraska	869	722	785		-147	-16.9	989	920	943	-46	-4.7
Nevada	988	1,043	1,139		+151	+15.2	1,167	1,265	1,344	+177	+15.2
New Hampshire	718	783	914		+196	+27.3	908	951	966	+53	+5.7
New Jersey	1,611	1,045	1,118		+107	+10.5	1,085	1,157	1,252	+169	+15.3
New Mexico	1,084	780	798		-306	-28.6	1,086	862	826	-260	-23.9
New York	883	915	992		+109	+12.3	983	1,052	1,166	+183	+18.6
North Carolina	383	384	457		+74	+19.5	467	439	491	+24	+5.1
North Dakota	867	690	724		-143	-16.5	1,036	923	943	-113	-11.0
Ohio	878	880	913		+35	+4.0	952	926	975	+23	+2.4
Oklahoma	829	777	850		+4	+0.5	929	872	933	+4	+0.4
Oregon	862	887	936		+74	+8.6	972	962	978	+6	+0.6
Pennsylvania	655	766	847		+192	+29.3	735	856	882	+147	+20.0
Rhode Island	746	824	960		+174	+22.1	988	967	1,120	+232	+28.1
South Carolina	396	326	(1)		\$-70	-17.7	676	673	346	-330	-48.8
South Dakota	928	860	874		-68	-7.3	1,139	965	973	-176	-15.8
Tennessee	364	426	557		+193	+53.0	420	468	604	+184	+43.8
Texas	671	614	627		-44	-6.6	724	685	763	+21	+2.9
Utah	844	812	895		+51	+6.0	875	842	881	+6	+0.7
Vermont	674	685	714		+40	+5.9	743	754	757	+14	+1.9
Virginia	365	399	422		+47	+12.2	448	455	478	+30	+6.7
Washington	1,104	1,059	1,065		-49	-4.4	1,136	1,174	1,150	+14	+1.2
West Virginia	576	731	816		+240	+41.6	723	819	848	+125	+17.3
Wisconsin	857	869	898		+41	+4.8	1,008	1,012	1,001	-7	-0.7
Wyoming	735	861	856		+101	+13.3	1,056	1,050	1,100	+95	+9.0
Number of States showing increases		28	39		35			22	39	34	
Number of States showing decreases		19	4		13			24	8	14	

¹ Median less than \$300.
² 5-year period or less.

³ Exact data not available.
⁴ Fewer than 25 teachers reported.

⁵ One State shows no change.

Turning our attention now to the 2-teacher schools, it is found that when the teachers of all the States are considered together, a marked decrease occurred during the period 1921 to 1925. Data for 1930 reveal that fully half of this loss was recovered during the next five years. The salary median for this type of school for the Nation as a whole has, however, not yet reached an amount equal to that found in 1921. An examination of the figures at the foot of the table seems to reveal the same general tendencies on the part of individual States to revise salaries upward for the 2-teacher schools as for the 1-teacher schools, except that Arkansas, Florida, Georgia, and Wisconsin must be added to the States showing slight losses for the 9-year period, and Alabama and Washington must be listed with those showing increases. South Carolina, New Mexico, Mississippi, Louisiana, South Dakota, and Iowa stand out as showing decreases of more than 10 per cent; 2-teacher schools of North Dakota reported a loss of 9 per cent during the period.

In the larger rural schools the trends are very similar to those noted in the smaller schools, except that the increases are considerably larger in amounts. They are also somewhat larger when per cents are compared. For the United States as a whole the increase in the salary median of teachers in schools with three or more teachers and located in the open country is \$95, or 10.7 per cent, for the 9-year period; for consolidated schools it is \$50, or 5.1 per cent, and for schools with three or more teachers in villages and towns it is \$147, or 14.6 per cent. Practically all the States which show increases for the one and two teacher schools also show consistent increases in these larger schools. Notable exceptions to this generalization are Connecticut which, especially during the last 5-year period, shows a considerable loss in the salaries paid in the larger rural schools and Idaho which shows a consistent trend downward for village schools and a net loss for the 9-year period in the other two classes of large rural schools. In Montana the tendency in consolidated schools seems to be downward. The larger open country schools and the consolidated schools are the only ones to record substantial increases in South Carolina; salaries in the village schools of this State remain about the same. Missouri shows considerable loss in the schools with three or more teachers located in the open country but shows substantial gains in all other classes; and in Nebraska losses are noted in all classes of salaries except those in consolidated and village schools. In several of the States the salaries paid in these larger rural schools show no marked tendency either up or down. Among this group might be listed Arkansas, Florida, Georgia, Minnesota, Nebraska, Oregon, Texas, Utah, Washington, Wisconsin, Wyoming, and possibly Oklahoma.

It should be noted that substantial increases are found in the salaries of all classes of rural teachers in all New England and Middle Atlantic States. Similar tendencies are shown by individual States of the following geographic areas: In the far West—California, Colorado, and Nevada; in the Midwest—Indiana, Illinois, Michigan, and Ohio; and in the South—North Carolina and Kentucky. Tennessee shows increases in all groups except those in consolidated and village schools. West Virginia shows increases in all classes except the consolidated schools; Iowa shows substantial gains in village and consolidated schools but records losses or very slight increases in all others.

Maryland and Pennsylvania seem to lead all the States in the amount of increases shown in all classes of rural schools and Rhode Island, a State in which there are comparatively few rural schools, follows closely. A number of States show a substantial lowering of salaries in all classes of schools during the period studied. Those which should be listed as outstanding in this regard are New Mexico, North Dakota, and South Dakota. Louisiana records material losses in all classes of rural schools except consolidated, and Mississippi in all classes except the consolidated and village schools.

The above analysis of trends and changes in salaries paid to rural teachers is of course very general and incomplete. There are in most States certain conditioning factors which must be taken into account if detailed and absolute salary trends are to be established for the period in question. It is believed, however, that Tables 25-27, inclusive, make available fairly reliable indices of salary conditions and salary trends in the several classes of rural schools within any given State. The data for the three periods of time are also believed to be reliable for comparative purposes. A previous publication³ of the United States Office of Education gives the percentage of counties included in the studies of each of the years concerned. A fair check on the representativeness of the data for each State can therefore be obtained from this source. It must of course be borne in mind that there is no likelihood that either all the identical teachers or all the identical counties are reported in each of the three periods considered. Small fluctuations in the measures of central tendencies should therefore not be too seriously regarded. It may even be possible, especially when the number of cases within a given class in a given State is small, that some of the larger differences cited represent unusual circumstances in the distributions rather than significant state-wide changes in salary trends.

³Ibid., p. 30.

TABLE 26.—Comparisons by States of median salaries paid teachers of 3-or-more teacher schools in open country and consolidated schools in 1921, 1925, and 1930

State	3-or-more teacher schools in open country						Consolidated schools					
	1921	1925	1930	Increase or decrease for 9-year period		1921	1925	1930	Increase or decrease for 9-year period			
				Amount	Per cent				Amount	Per cent		
1	2	3	4	5	6	7	8	9	10	11		
Continental U. S.....	\$885	\$834	\$980	+\$95	+10.7	\$987	\$996	\$1,037	+\$50	+5.1		
Alabama.....	465	454	572	+107	+23.0	735	658	689	-46	-6.2		
Arizona.....	1,300	1,344	1,381	+81	+6.2	1,950	1,281	1,387	+437	+46.0		
Arkansas.....	696	545	604	-92	-13.2	550	874	726	+176	+32.0		
California.....	1,383	1,466	1,518	+135	+9.8	1,359	1,569	1,600	+241	+17.7		
Colorado.....	1,117	1,169	1,199	+82	+7.3	1,115	1,229	1,223	+108	+9.7		
Connecticut.....	1,050	1,396	1,124	+74	+7.3	1,182	1,306	1,246	+64	+5.4		
Delaware.....	1,650	(1)	(2)	.....	.....	(3)	1,050	996	-54	-5.1		
Florida.....	548	582	628	+80	+13.7	892	874	714	-178	-19.9		
Georgia.....	548	445	453	-95	-17.3	644	574	677	+1	+0.1		
Idaho.....	1,178	1,059	1,078	-100	-9.0	1,150	1,217	1,043	-107	-9.3		
Illinois.....	885	955	957	+72	+8.1	971	1,023	1,059	+168	+11.1		
Indiana.....	913	922	1,040	+127	+13.9	984	1,046	1,139	+153	+15.8		
Iowa.....	959	838	964	+14	+1.5	864	1,083	1,102	+238	+27.6		
Kansas.....	974	954	1,063	+89	+9.1	1,046	968	1,040	-6	-0.6		
Kentucky.....	571	678	763	+192	+33.6	720	699	865	+143	+19.9		
Louisiana.....	896	737	822	-44	-5.1	775	947	933	+158	+20.4		
Maine.....	682	925	996	+314	+46.0	1,754	1,532	862	+108	+14.3		
Maryland.....	845	1,060	1,262	+417	+49.3	1,950	1,253	(1)	+303	+31.9		
Massachusetts.....	(5)	1,150	1,167	+17	+1.5	(1)	1,008	1,251	+153	+13.9		
Michigan.....	779	943	1,156	+377	+48.3	1,290	1,136	1,256	-34	-2.6		
Minnesota.....	1,015	1,093	1,029	+14	+1.4	1,109	1,088	1,147	+38	+3.4		
Mississippi.....	395	394	365	-39	-7.6	626	638	673	+47	+7.5		
Missouri.....	900	755	810	-90	-10.0	600	898	873	+173	+28.8		
Montana.....	1,050	1,250	1,217	+267	+28.1	1,233	1,199	1,067	-167	-13.5		
Nebraska.....	1,120	945	970	-175	-15.6	998	1,155	1,035	+37	+3.7		
Nevada.....	(1)	(1)	(1)	.....	.....	1,550	1,430	1,832	+282	+18.2		
New Hampshire.....	1,750	1,950	1,064	+314	+41.9	1,775	1,025	1,093	+288	+37.2		
New Jersey.....	1,252	1,179	1,274	+22	+1.8	1,225	1,210	1,391	+166	+13.5		
New Mexico.....	1,187	984	978	-209	-17.6	1,258	967	1,093	-195	-15.5		
New York.....	1,209	1,224	1,381	+172	+14.2	1,140	1,284	1,440	+300	+26.3		
North Carolina.....	555	564	624	+69	+12.4	735	808	857	+122	+16.6		
North Dakota.....	1,129	1,066	961	-168	-14.9	1,167	1,012	1,000	-167	-14.3		
Ohio.....	963	978	1,106	+113	+11.4	1,047	1,072	1,144	+97	+9.3		
Oklahoma.....	985	848	938	-47	-4.8	991	941	993	-28	-2.8		
Oregon.....	1,044	1,130	1,063	+49	+4.7	1,300	1,187	1,239	-61	-4.7		
Pennsylvania.....	881	868	979	+98	+11.1	831	988	1,020	+189	+22.7		
Rhode Island.....	1,758	1,199	(1)	+441	+25.2	1,133	1,044	1,133	.....	.....		
South Carolina.....	673	829	762	+89	+13.2	770	969	999	+229	+29.7		
South Dakota.....	1,175	1,099	1,780	-395	-33.6	1,204	1,125	1,073	-131	-11.6		
Tennessee.....	481	554	699	+209	+43.5	670	676	811	-161	-16.6		
Texas.....	792	754	762	-30	-3.8	766	823	831	+65	+8.5		
Utah.....	854	977	835	-19	-2.2	1,231	1,091	1,159	-72	-5.8		
Vermont.....	1,755	1,820	1,766	+11	+1.5	1,803	833	1,050	+87	+10.0		
Virginia.....	545	592	585	+40	+7.3	755	773	801	+46	+6.1		
Washington.....	1,280	1,233	1,230	-50	-3.9	1,266	1,264	1,288	+28	+2.2		
West Virginia.....	764	846	878	+114	+14.9	979	921	928	-51	-5.2		
Wisconsin.....	1,185	1,219	1,136	-49	-4.1	1,087	1,122	1,136	+49	+4.5		
Wyoming.....	1,100	1,185	1,133	+33	+3.0	1,375	1,265	1,271	-104	-7.6		
Number of States showing increases.....	.....	26	31	31	.....	.....	26	34	31	.....		
Number of States showing decreases.....	.....	20	14	15	.....	.....	20	13	16	.....		

¹ Fewer than 25 teachers reported.² Exact data not available.³ No data.⁴ 5-year period only.⁵ 4-year period only.

TABLE 27.—Comparisons by States of median salaries paid to teachers of 3-or-more teacher schools in villages and towns in 1921, 1925, and 1930, and to principals of three types of rural schools in the years 1925 and 1930

State	3-or-more teacher schools in villages and towns						Principals of—											
				Increase or decrease		Elementary schools only				Schools with both elementary and high-school pupils				Organized high schools only				
	1921	1925	1930	Amount	Per cent	1925	1930	Increase or decrease		1925	1930	Increase or decrease		1925	1930	Increase or decrease		
								Amount	Per cent			Amount	Per cent			Amount	Per cent	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Continental United States	\$1,010	\$1,124	\$1,157	+\$147	+14.6	\$1,965	\$1,550	-\$415	-21.1	\$2,163	\$2,091	-\$72	-3.3	\$2,438	\$2,181	-\$257	-10.5	
Alabama	742	621	904	+162	+21.8	1,630	1,200	-430	-26.3	1,405	1,481	+76	+5.3	2,139	2,627	+486	+22.7	
Arizona	1,369	1,428	1,344	-85	-6.2	2,377	1,325	-1,052	-44.2	3,164	1,922	-1,242	-39.3	2,895	1,888	-1,007	-34.8	
Arkansas	642	807	796	+164	+24.0	850	2,620	+1,770	+208.2	1,630	2,922	+1,292	+79.3	1,338	3,250	+1,912	+142.9	
California	1,386	1,341	1,559	+173	+12.5	2,411	2,154	-257	-10.7	3,158	3,297	+139	+4.4	3,349	3,249	-100	-3.0	
Colorado	1,147	1,241	1,285	+138	+12.0	1,681	1,671	-10	-0.6	2,222	2,335	+113	+5.1	2,288	2,068	-220	-9.6	
Connecticut	1,280	1,259	1,339	+79	+6.3	1,990	1,828	-162	-8.1	2,725	3,100	+375	+13.7	2,717	2,483	-234	-8.6	
Delaware	1,010	1,031	(^a)			1,300	1,375	+75	+5.8	2,031	2,088	+57	+2.8	(^b)	(^b)			
Florida	941	803	952	+11	+11.7	1,261	1,380	+119	+9.4	1,773	1,997	+224	+12.6	2,154	2,441	+287	+13.3	
Georgia	691	616	598	-75	-13.5	1,070	1,861	+791	+73.9	1,532	1,618	+86	+5.6	1,808	1,373	-435	-24.1	
Idaho	1,335	1,173	1,170	-165	-12.4	1,600	1,268	-332	-20.8	2,001	1,990	-11	-0.5	1,972	1,904	-68	-3.4	
Illinois	944	1,044	1,120	+176	+18.6	2,118	1,522	-596	-28.1	2,382	2,184	-198	-8.3	2,638	2,574	-64	-2.4	
Indiana	993	1,081	1,148	+155	+15.6	1,472	1,158	-315	-21.4	1,978	2,124	+146	+7.3	1,850	1,681	-169	-9.1	
Iowa	996	1,174	1,176	+180	+18.1	1,775	1,295	-580	-32.7	2,233	1,806	-427	-19.1	2,176	1,739	-437	-20.1	
Kansas	1,011	1,066	1,097	+87	+8.6	1,627	1,250	-377	-23.2	2,215	2,101	-114	-5.1	2,458	2,080	-378	-15.4	
Kentucky	667	798	811	+134	+20.0	1,850	1,826	-24	-1.3	1,704	1,677	-27	-1.6	2,090	1,513	-577	-27.6	
Louisiana	976	1,001	951	-25	-2.6	2,400	1,226	-1,174	-48.9	2,135	2,062	-73	-3.4	2,264	2,350	+86	+3.8	
Maine	912	946	971	+59	+6.4	1,370	1,200	-170	-12.4	2,150	1,736	-414	-19.7	1,955	1,693	-263	-16.7	
Maryland	960	1,191	(^c)	+201	+20.3	2,268	(^d)			2,157	2,756	+599	+27.8	2,143	3,100	+957	+44.7	
Massachusetts	1,126	1,224	1,229	+103	+9.1	1,725	1,588	-137	-7.9	2,275	2,600	+325	+14.3	2,450	2,530	+80	+3.3	
Michigan	1,064	1,181	1,181	+117	+11.0	2,050	1,600	-450	-22.0	2,193	2,093	-100	-4.6	2,286	1,799	-487	-21.3	

Minnesota	1,040	1,178	1,141	+101	+9.7	2,094	1,250	-844	-40.3	2,408	1,975	-433	-18.0	2,175	1,217	-4	-0.2
Mississippi	842	816	915	+74	+8.8	1,050	1,155	+105	+10.0	2,218	1,610	-608	-27.4	2,176	1,016	+840	+38.6
Missouri	818	908	921	+103	+12.6	1,121	1,016	-105	-9.4	2,131	1,291	-840	-39.4	1,925	1,368	-657	-28.9
Montana	1,265	1,277	1,277	+12	+0.9	2,886	1,828	-1,058	-36.7	2,420	2,268	-152	-6.3	2,521	1,580	+59	+2.3
Nebraska	956	1,111	1,102	+216	+21.9	2,050	1,360	-690	-33.7	2,319	1,763	-556	-24.0	2,005	1,838	-167	-8.3
Nevada	1,436	1,558	1,615	+179	+12.5	2,800	(¹)	-----	-----	2,863	3,162	+279	+9.7	3,338	(¹)	-----	-----
New Hampshire	942	1,053	1,103	+160	+17.0	1,350	1,296	-54	-4.0	2,380	1,631	-749	-31.7	2,331	1,231	+24	+1.9
New Jersey	1,406	1,322	1,482	+76	+5.4	2,173	2,247	+74	+3.4	3,032	3,119	+87	+2.2	2,753	1,812	+49	+1.8
New Mexico	1,172	1,163	1,073	-99	-8.5	1,593	1,462	-133	-9.8	1,700	1,523	-177	-10.4	2,000	1,100	-900	-45.0
New York	1,232	1,291	1,459	+226	+18.3	2,212	1,947	-265	-12.0	2,561	2,825	+264	+13.0	2,681	1,573	-108	-4.0
North Carolina	581	729	868	+357	+61.4	817	1,146	+329	+40.3	1,980	1,851	-129	-6.5	2,450	1,150	-300	-12.2
North Dakota	1,395	1,083	1,129	-266	-19.6	1,250	1,040	-210	-16.8	2,014	1,715	-299	-14.8	2,305	1,895	-410	-17.8
Ohio	1,631	1,082	1,256	+205	+19.8	2,023	1,443	-580	-28.7	2,195	2,310	+115	+5.2	2,255	2,167	-88	-3.9
Oklahoma	689	965	952	-37	-3.7	(¹)	933	-----	-----	1,788	1,795	-83	-4.6	2,270	1,810	-460	-20.3
Oregon	1,066	1,146	1,184	+17	+1.6	1,721	1,569	-152	-9.1	2,278	2,145	-133	-5.8	2,238	1,907	-331	-15.5
Pennsylvania	992	1,095	1,166	+174	+17.5	2,488	1,612	-876	-35.2	2,550	2,342	-208	-8.2	2,238	2,019	-219	-9.8
Rhode Island	1,125	1,057	1,161	+36	+3.2	(¹)	(¹)	-----	-----	1,800	(¹)	-----	-----	1,950	(¹)	-----	-----
South Carolina	925	929	913	-12	-1.3	1,750	(¹)	-----	-----	2,122	2,052	-70	-3.3	2,250	1,600	-650	-28.9
South Dakota	1,185	1,152	1,101	-84	-7.1	1,550	(¹)	-----	-----	2,284	1,865	-419	-18.3	2,700	1,515	-1,185	-43.9
Tennessee	858	886	752	-106	-12.4	1,700	1,161	-539	-31.7	1,741	1,731	-10	-0.6	1,876	1,667	-209	-11.1
Texas	634	851	865	+99	+7.4	980	1,170	+170	+17.3	1,911	1,338	-573	-30.0	1,920	1,016	-902	-47.0
Utah	1,182	1,053	1,064	-118	-10.0	1,960	1,422	-538	-27.5	2,225	2,267	+42	+1.9	2,322	2,194	-128	-5.6
Vermont	965	936	985	+120	+13.9	(¹)	1,033	-----	-----	2,237	2,325	+88	+3.9	2,181	1,360	-799	-36.7
Virginia	747	798	830	+83	+11.1	1,164	924	-240	-20.6	1,694	1,649	-45	-2.7	1,921	1,917	-4	-0.2
Washington	1,241	1,424	1,350	+109	+8.8	2,477	1,901	-576	-23.3	2,631	2,549	-82	-3.1	2,395	2,350	-45	-1.9
West Virginia	1,108	951	981	-127	-11.5	2,238	1,130	-1,108	-49.5	2,127	1,766	-361	-17.0	2,303	2,357	+52	+2.3
Wisconsin	1,092	1,394	1,190	+98	+9.0	2,172	1,320	-850	-39.1	2,422	2,363	-59	-2.4	2,173	2,013	-160	-7.4
Wyoming	1,120	1,322	1,281	+161	+14.4	1,297	1,733	+436	+33.6	2,800	1,967	-833	-30.0	3,238	2,600	-638	-19.7
Number of States showing increases		33	29	34				8				16				12	
Number of States showing decreases		15	15	13				33				31				33	
Number of States showing no change			2														

¹ Fewer than 25 teachers reported.² No data.³ 4-year period only.

For principals of rural schools comparative data were available for only the two periods, 1925 and 1930. For reasons explained above the salary amounts given are in averages and the increases and decreases listed are for five years only. Contrary to the trends noted for the various classes of teachers, the salaries paid to the principals employed in these schools indicate a definite trend downward. For the United States as a whole those having charge of schools enrolling only elementary pupils show a salary decrease from an average of \$1,965 in 1925 to \$1,550 in 1930; those having both elementary and secondary pupils decreased from an average of \$2,163 to \$2,091, and those having high-school pupils only from \$2,438 to \$2,181. A review of the averages for the individual States shows losses in the first class in 33 States and increases in 8; in the second group, 31 States record decreases and 16 increases; and in the third group 33 show decreases and 12 increases.

No satisfactory answer suggests itself to explain this apparent downward trend. A careful analysis reveals that very little agreement is exhibited by States as regards the salaries of the three classes of school principals. Both the amounts and the directions of the salary changes seem to indicate random or chance outcomes in the computations for many of the States. It should, of course, be borne in mind that comparatively small numbers of principals are reported for most of the States and very few for a number of the States. Besides there is apt to be considerable shifting among these schools from one class to another and among the principals from one school to another. That is to say, that as schools grow larger they become independent of the county superintendent and are thus left out of the subsequent study and smaller schools grow large enough to have a principal in charge. As the principals of the smaller schools grow in experience they are frequently promoted to larger positions. It is possible, therefore, that the averages found are not entirely valid as measures of the amounts and the trends of the salaries of these rural school officers.

Salaries and salary trends of teachers in rural schools compared to those in urban schools.—In order that salaries and salary trends in rural schools may be seen in their true perspective, it is believed profitable to round out this section of the study by a general comparison of the salary situation in rural communities with that in the city. Table 28 constitutes a summary for the United States of the salaries paid during the nine years, 1921 to 1930, in five classes of rural schools and in five classes of urban schools. As a general working basis the 10 classes of schools may be thought of as representing areas of various population density as well as school situations with various sizes of pupil enrollment. The range is from the sparsely settled communities with schools enrolling few children to the metropolitan centers of more than 100,000 population with schools enrolling thousands of children.

Salary trends in the rural schools of the United States as a whole have already been in part discussed. The direction is slightly up-

ward, with salaries in village schools showing the largest and the most consistent gains. Consolidated schools show consistent but small increases; all other rural schools fluctuate and therefore can not be regarded as showing distinct trends in either direction. Salaries in city schools are markedly higher and show consistent trends upward during the periods in question, and it may be noted in general that the larger the cities the greater the increases. Indeed as a general thing it may be observed that the amounts of increment in school salaries in the United States are directly proportionate to the density of the population and to the size of the school. Percentage increases for the most part also bear a direct relationship to size of school and density of population but the differences are less marked. In the matter of increases during the 9-year period the 2-teacher and consolidated schools in the rural groups and the schools located in urban cities of 2,500 to 5,000 population appear to be exceptions to this generalization. The magnitude of the salary medians, however, become markedly and consistently larger as the size of the school and the density of population increase.

TABLE 28.—Comparison and trends of median annual salaries received by rural teachers and by teachers¹ of city schools for 1921, 1925, and 1930

Type of school	1921	1925	1930	Increase or decrease for 9-year period		Median 1930 salary higher than in 1-teacher schools	
				Amount	Per cent	Amount	Per cent
1	2	3	4	5	6	7	8
Rural schools:							
1-teacher.....	\$774	\$761	\$788	+\$14	+1.8		
2-teacher.....	877	754	829	-48	-5.5	\$41	5.2
3 or more teacher in open country.....	885	834	980	+95	+10.7	192	24.5
Consolidated.....	987	966	1,037	+50	+5.1	249	31.6
3 or more teacher in villages.....	1,010	1,124	1,157	+147	+14.5	309	46.8
Median for all classes of rural schools.....	861	871	926	+65	+7.5	138	17.5
City schools:							
2,500 to 5,000.....	1,050	1,129	1,162	+112	+10.7	374	47.5
5,000 to 10,000.....	1,147	1,231	1,303	+156	+13.6	515	65.4
10,000 to 30,000.....	1,248	1,354	1,428	+180	+14.4	640	81.1
30,000 to 100,000.....	1,425	1,528	1,609	+184	+12.9	821	104.1
More than 100,000.....	1,848	1,968	2,118	+270	+14.6	1,330	168.7
Median for all classes of city schools.....	1,524	1,648	1,771	+247	+16.2	983	124.7

¹ Data for city schools include elementary teachers only. They were taken from the following National Education Association Research Bulletins: For 1921, Bulletin No. 1, June, 1922, p. 17; for 1925, Bulletins Nos. 1 and 2, Vol. III, January and March, 1925, p. 15; and for 1930, Bulletin No. 3, Vol. IX, May, 1931, p. 167.

² Partially estimated.

Column 7 in Table 28 reveals that in 1930 the salary median in 2-teacher schools was 5.2 per cent higher than in 1-teacher schools, in schools of three or more teachers located in the open country it was 24.5 per cent higher, in consolidated schools it was 31.6 per cent higher, in village schools of three or more teachers 46.8 per cent higher, in cities of 2,500 to 5,000 population 47.5 per cent higher, in cities 5,000 to 10,000 population 65.4 per cent higher, in cities 10,000 to 30,000 it was 81.1 per cent higher, in cities 30,000 to 100,000 it was

104.1 per cent higher, and in cities of more than 100,000 population the median salary paid to teachers of elementary schools was 168.7 per cent higher. In other words, the median teacher employed in the schools of our largest cities receives a salary more than two and two-thirds times as great as that paid to the teacher employed in the 1-teacher school of the average farming community. In amount the median salary of all classes of rural teachers is just a little more than one-half as large as that of all classes of city teachers. In 1921 the median for the former was \$861, in 1925 it was \$871, and in 1930 it was \$926; for the latter the median in 1921 was \$1,524, in 1925 it was \$1,648, and in 1930 it was \$1,771. The disparity is growing larger rather than less. That is to say that in the struggle of increasing teachers' salaries the city teachers not only show a tremendous advantage at the outset but they are forging ahead faster than their rural cousins. It should also be borne in mind that only teachers of elementary schools were included in the data for city schools given in Table 28, whereas in the larger rural schools teachers of secondary grades are included. Since high-school teachers' salaries usually average higher than those of elementary teachers the salary advantages shown for city schools are in fact even greater than is apparent in the table.

If we consider the following facts it would seem that the present scheme of salary offerings should be exactly reversed: Teachers of our smallest schools usually teach children of all age levels, all the grades, and all the subjects within these grades; since very little supervision is provided them these teachers must act largely as the sole arbiters of what shall be taught, how it shall be taught, and what standards of discipline and conduct shall obtain; they must discharge a number of important administrative functions, including community leadership and the interpretation of their schools to their communities; they must make important decisions regarding the health and safety of the children in their care. In the larger cities, on the other hand, teachers frequently teach but a single subject of a single grade and in this comparatively simple task they often have the assistance of a competent supervisor. Practically all administrative functions are performed for them or reduced to the simplest activities. A number of important studies⁴ have shown conclusively that the activities performed by teachers of 1-room schools are in many respects greatly different from those of teachers of larger schools. McGuffey⁵ shows that the teachers of 1-room schools who were rated as inferior by

⁴Butterworth, Julian E. *Differentiating the Training Needs of Rural and Urban Teachers*. The Nation's Schools, IV, 58-62, December, 1929.

⁵Carney, Mabel. *The Amount and Type of Differentiation Desirable in the Preparation of Rural Teachers*. Addresses and Proceedings of the National Education Association, 1929. p. 523-25.

⁶McGuffey, Verne. *Differences in Activities of Teachers in 1-Teacher Schools and of Grade Teachers in Cities*. New York, Teachers College, Columbia University, 1928. p. 61-63. (Contributions to Education, No. 346.)

county superintendents usually were reported as failing in attitude toward and performance of the very activities which city teachers included in his study reported they did not perform.

A few outstanding implications of the whole salary situation seem justified. With the salary disparities cited it seems fair to conclude that the country schools can not hope to compete with the larger schools in attracting and retaining the services of a high-grade, well-qualified teaching staff. In the face of these large differences it is no wonder that young men and young women of the highest attainments elect to prepare for and to seek teaching employment in the larger schools and in schools located in the cities. As long as the salary rewards for the small schools continue to be so meager, it is no wonder that certification standards of country teachers remain at low levels. Salary offerings will, as in the past, continue to be one of the chief factors in determining whether or not a youth chooses to prepare for teaching, how much time and money he will invest in his preparation, and toward what field of teaching he will look. So long as the salaries offered in the rural schools continue to remain at such tremendous disadvantage, or continue to grow relatively worse, when compared to those paid in city schools, just so long must the rural schools be content with the beginner whose aim it is to prepare himself for a better paid position, either in the larger schools or in activities other than teaching; the impecunious, who can not afford the time or the money to extend his training to a standard required in the larger schools; the comparatively small but saving number, whose love of this work and of the country keeps them in these small schools despite the small salaries; and an assorted group made up of a few whose teaching performance (or salesmanship) has not been of sufficient excellence to secure employment in the larger schools, a few who choose to remain in their home schools because of home and other social attractions, and a few who use teaching in the rural schools as a sideline to housekeeping, farming, or other local occupation. This logically leads to the question: Can we hope upon the above basis to place in our rural schools a teaching staff capable and fit to cope with the very great responsibilities incident to the educational development of the citizens of to-morrow? If the difficulty and complexity of the task and the educational welfare of children are taken as the criteria, both logic and scientific investigation point toward the conclusion that the practice of placing the lowest paid, the least trained, the youngest, and the least experienced teachers in charge of 1-teacher schools is, to say the least, unwise. It would also seem fair to conclude that if any given State can not afford to increase the salaries paid to teachers of rural schools it would be better economy, and represent a higher standard of social engineering, to place these poorly paid teachers in the larger schools, where they could be given

simpler work and where this work could be performed under closer supervision. Such a departure from the traditional would, of course, necessitate administrative changes of such a nature that the small and the large schools of a county or a State would be placed under a single administrative officer who could place and shift the teachers according to the needs of the case. As long as teachers are selected, placed, and paid by local school boards the paradoxical condition pointed out above will continue.

There are, of course, a great many factors which are responsible for the disparities between the salaries paid to urban and rural teachers. Some of them are more or less illogical. Among these may be cited the force of tradition, small taxing and administration units, lack of interest on the part of the school community, etc. Others are logical so far as the present scheme of education is concerned. One of the most important of the factors which logically determine the amount of salary paid to rural teachers is the length of the school term for which these teachers are employed. The argument runs thus: Rural teachers are employed for only 5, 6, or 7 months in the year; a small salary is justified. Obviously, if equality of educational opportunity is the consideration, the shortness of the school term in rural communities is just another difficulty to be overcome. It remains true, however, that there are differences in the length of the school term both between urban and rural schools and between the several classes of rural schools. Facts concerning these will be presented in the next section of the study.

IV. LENGTH OF SCHOOL TERM TAUGHT BY TEACHERS IN RURAL SCHOOLS

Information on the number of days during which rural schools are in session annually is of particular significance to two aspects of our educational situation. Term length must undoubtedly be taken into account if a complete understanding is to be obtained of the various problems relating to teachers' salaries and the personnel attracted by these salaries. Rightly or wrongly, the number of days in the annual school term is one of the factors which enters into the fixing of the amount of the annual salary offered by the school authorities, and it also helps in determining the amount a teacher is willing to accept.

There are apparently always a sufficient number of persons who are willing to accept teaching positions with salaries ranging as low as \$300, \$400, or \$500 per year. Many of these persons probably fill the long interval between the very short annual terms of school with other types of activities. (Many continue their education during these periods.) These either regard their teaching as a part-time occupation or they live at home and regard their school salary as "extra"

rather than as a wage upon which their entire livelihood depends. Probably the majority of these low-paid short-term teachers are young girls who are earning their first income and willing, therefore, to earn any amount however small while they are acquiring the experience which most of our larger schools demand before employing the beginner. The fact that a disproportionately large number of rural teachers are recruited from homes economically ranking at or below the great middle class especially needing employment and, therefore, willing to accept the terms offered by local school boards is probably another explanation why so many extremely low salaries are recorded from the rural schools. In any event a short school term frequently occurs simultaneously with a small annual salary, sometimes existing as cause and at other times as effect one of the other.

In the second place, term length bears a significant relationship to the educational opportunity afforded the child. It is important for the public to know how the various States and types of school communities compare in the amount of education made available to school children. If inequalities exist, exact information relative to the extent and the placement of such inequalities should be known. Only as the magnitude and the location of these problems become known can we expect that an intelligent attack will be made upon them and a solution sought.

Term-length data are presented in three tables, viz, Tables 29, 30, and 31. In the previous studies cited above term-length data have been limited to measures of central tendency. That is to say, the published facts were in terms of averages. It is obvious that such data can not tell the whole truth, for they average into a single figure both the very short annual school terms and the very long terms. It was decided that data much more accurate and meaningful in character should be made available concerning the variations of term length in the rural schools. In keeping with this decision detailed data were gathered and distribution tables prepared to show the number and proportion of teachers who are employed in schools with annual school terms of various lengths. County and other rural superintendents of schools were requested to report by classes of schools the number of teachers employed for each of the following term lengths in days: 69 or fewer, 70 to 89, 90 to 109, 110 to 129, 130 to 149, 150 to 169, 170 to 189, 190 or more. Since most schools fix school terms in whole months the term intervals were so arranged that the ends of the 20-day periods would fall in the middle of the interval. Superintendents of rural schools were requested to give the actual number of days schools were in session. Holidays and other days were not to be counted. This fact should be kept in mind with regard to all the data presented in Tables 29-31, inclusive.

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TABLE 29.—Number and per cent of teachers by classes of rural schools employed for term lengths in days indicated

Type of school	Number of teachers' teaching days indicated								Per cent of teachers' teaching days indicated								Total number of teachers reported
	69 or fewer	70-89	90-109	110-129	130-149	150-169	170-189	190 or more	69 or fewer	70-89	90-109	110-129	130-149	150-169	170-189	190 or more	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
White:																	
1-teacher.....	81	131	316	1,186	5,530	31,456	29,728	1,522	0.1	0.2	3.5	1.7	7.9	45.0	42.5	2.2	69,950
2-teacher.....	14	21	109	1,061	2,449	6,002	7,214	516	.08	.1	.9	6.1	14.1	31.5	41.5	3.0	17,586
3-teacher or more in open country.....	7		21	525	2,183	4,332	5,599	145	.05		.1	4.1	17.6	33.9	43.6	1.1	12,832
Consolidated.....	3	3	3	61	1,158	10,168	17,089	646	.01	.01	.01	.2	4.6	34.9	58.7	2.2	29,131
3-teacher or more in villages.....	5	5	7	128	661	6,793	42,526	4,356	.01	.01	.01	.2	1.2	12.5	78.1	8.0	54,481
All schools for whites.....	110	160	456	2,961	11,981	58,771	102,156	7,185	.1	.1	.2	1.6	6.5	32.0	55.6	3.9	183,780
Negro:																	
1-teacher.....	128	432	862	1,358	1,004	730	215		2.7	9.4	18.2	28.7	21.2	15.4	4.5		4,729
2-teacher.....	34	255	482	738	607	479	115		1.3	9.4	17.8	27.2	22.4	17.7	4.2		2,710
3-teacher or more in open country.....	4	21	76	325	321	304	113		.3	1.8	6.5	27.9	27.6	26.1	9.7		1,164
Consolidated.....				24	37	51	344	246				3.4	5.3	7.3	49.0	35.0	792
3-teacher or more in villages.....		11	15	107	205	585	521	4		.8	1.4	7.4	14.2	40.4	36.0	.3	1,418
All schools for Negroes.....	166	719	1,459	2,505	2,188	2,442	1,210	4	1.3	6.7	13.6	29.2	29.3	22.7	11.3	.64	10,753
All schools for both.....	276	879	1,915	5,526	14,169	61,213	103,366	7,189	.1	.5	1.9	2.9	7.3	31.5	53.1	3.7	194,533

* Only 48.7 per cent of the counties reported on term length.

Table 29 gives a summary of the data for the United States as a whole. Detailed data similar to those presented in Table 29 are available for each State but the tables proved to be too bulky for inclusion in this publication.⁴ Only 50.6 per cent of the counties reported on term length. Table 29 shows, however, that data were returned for 183,780 teachers of white schools and 10,753 teachers of Negro schools. The number of teachers for which term-length data became available may therefore be regarded as fairly representative. When compared to the larger number reported in connection with the salary section of this study they were also found to be distributed fairly proportionately between the several classes of rural schools.

Examination of the data presented in Table 29 reveals that 276, or about 0.1 per cent, of these rural teachers are employed in schools which are in session 69 or fewer days per year; 879, or about 0.5 per cent, are employed for terms of 70 to 89 days; 1,915, or 1.1 per cent, work 90 to 109 days; 5,526, or 2.8 per cent, work 110 to 129 days; 14,169, or 7.3 per cent, teach 130 to 149 days, etc. In other words, 11.7 per cent of the rural teachers are employed for 7 months or fewer per year. On the other extreme it was found that 7,189, or 3.7 per cent, of these rural teachers taught in schools with term lengths of 190 days or more; 53.1 per cent taught 170 to 189 days, and 31.5 per cent taught 150 to 169 days.

Table 29 shows very distinct differences between the term lengths reported for white and colored schools. Much larger proportions of the Negro teachers are employed in schools with very short terms and comparatively few of them teach as many as 9 months per year. The following cumulative percentages constitute a brief comparison of the number of days taught by teachers of each race:

Percentages of teachers employed days indicated or fewer

Race	Number of days employed						
	69	89	109	129	149	169	189
White.....	0.1	0.2	0.4	2.0	8.5	40.5	96.1
Negro.....	1.5	8.2	21.8	45.7	66.0	88.7	100.0

It may also be seen from Table 29 that the smaller the schools the greater the proportion of teachers in the shorter-term brackets. For Negroes this generalization holds throughout the entire distribution; for the whites the 1-teacher schools prove to be an exception when compared with the two classes immediately larger. It may be

⁴ Anyone further interested in these data can arrange to copy them from the original tabulations. Those interested in the data for any given States can, upon inquiry from the U. S. Office of Education, learn how they may be obtained.

noted that only 2.5 per cent of the teachers in 1-teacher schools taught 129 or fewer days, whereas in the two classes of rural schools immediately larger 7.2 and 4.3 per cent, respectively, are shown to be employed for so short a term. It seems also that for the Nation as a whole approximately the same proportion of the teachers in 1-teacher schools for whites are employed for school terms of 190 or more days as in the larger schools in the open country. The village schools show a distinct advantage in the proportion of teachers teaching so long a term of school.

A State by State comparison was made of the relationship between the term lengths as shown in the distribution tables and the salaries paid. A very high correlation was found between the two sets of data. That is to say that for any given State from which large proportions of teachers are reported in the shorter term brackets large proportions are usually also reported in the lower salary brackets. A few States proved to be exceptions to this general observation. Georgia and Mississippi, for example, report many teachers with extremely low annual salaries, but the distribution tables show that nearly all of the teachers in these States are teaching term lengths ranging between 110 and 189 days per year. In South Carolina and Louisiana, on the other hand, a much smaller proportion of teachers are reported in the lower salary brackets than in the short-term groups. In other words, higher salaries are paid in these two States than one would expect from the apparent practice in other States of gearing salaries to term lengths.

Distribution studies of term length therefore can be said to justify the following general observations: (1) *The schools in most of the States show a wide range between the longest and the shortest terms.* (2) *By and large, the larger the school the greater is the proportion of teachers who are reported as teaching school terms as long as 170 to 189 days.* (3) *Much larger proportions of Negro teachers than white teach in schools with very short terms.* (4) *There is a positive and comparatively high correlation between the salary and term-length distributions.*

Table 30 was prepared with two major objectives in mind, first, to give the term length in days by classes of schools in each of the States during the school year 1929-30;⁷ and second, to show trends in the length of school terms in rural communities. Since comparable data were available for a 5-year period only and since the study could not hold the schools included to the identical schools included in the former study nor even to the same number of schools in each class, slight increases or decreases in term length are probably the result of chance and therefore meaningless as an index of trends. For a few States the total number of schools for which term-length data were reported

⁷ Since later data were not available the average term lengths shown for city schools are for 1927-28. All public schools, both elementary and secondary, in population centers of 2,500 or more were included under this head.

was too small to yield averages which can be regarded fairly comparable as between classes of schools and for the two periods. Table 30 includes data for both white and Negro schools.

The average length of school term for 1-teacher schools shows a significant increase for the Nation as a whole. Twelve days is more than half a school month and represents a gain of 8 per cent. Twenty-seven of the States show increases in the term-length averages for these schools. The State showing the largest gain for the period was Tennessee, with Florida, Arkansas, and Virginia following next in order. Fourteen of the States show decreases, Louisiana showing a decrease of 53 days and South Carolina 22 days. These large losses seem to be explained by the fact that the consolidation movement in these States has abolished many of the 1-teacher schools; those remaining are most of them Negro schools recording very short-term lengths. Seven of the States show no changes in the average term length of 1-teacher schools.

TABLE 30.—Average length of term in days in each of the five classes of rural schools for both whites and Negroes and the increase or decrease during the 5-year period 1925 to 1930

State	1-teacher schools		2-teacher schools		Schools of 3 or more teachers in open country		Consolidated schools		Schools of 3 or more teachers in villages and towns		Schools in cities of 2,500 or more population ¹	Difference in days between 1-teacher and city schools	Number of counties reporting on this section of the study
	Average number of days	Increase or decrease	Average number of days	Increase or decrease	Average number of days	Increase or decrease	Average number of days	Increase or decrease	Average number of days	Increase or decrease			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental United States.....	162	+12	156	+5	163	+6	168	0	174	-2	² 184	22	1,768
Alabama.....	113	+4	130	+27	140	+15	156	-5	164	+8	176	63	30
Arizona.....	169	+1	167	0	168	-1	158	-33	170	-2	175	6	9
Arkansas.....	122	+10	133	+19	146	+5	152	-11	164	+1	177	55	50
California.....	174	+1	174	-7	174	+24	174	-1	175	-2	185	11	46
Colorado.....	171	+9	178	+3	178	-1	183	+4	182	+3	180	9	36
Connecticut.....	182	0	182	+5	182	+1	181	-5	183	0	184	2	11
Delaware.....	179	-1	180	0	(1)	(1)	179	-1	(1)	187	8	6	3
Florida.....	133	+14	140	+9	152	+27	154	-6	161	+11	172	39	26
Georgia.....	132	+3	126	-6	118	+4	166	+7	170	+3	179	47	39
Idaho.....	162	+3	169	-5	169	-5	176	-1	170	-11	173	11	20
Illinois.....	163	+4	167	+1	171	+4	173	-3	175	-2	193	30	47
Indiana.....	160	-1	162	+1	162	+1	161	0	164	+3	183	23	53
Iowa.....	172	-5	175	0	177	0	173	-7	178	-2	179	7	62
Kansas.....	158	-2	166	-3	174	-6	175	-2	164	-15	174	16	74
Kentucky.....	147	+6	147	+3	155	-3	³ 168	+4	161	-6	181	34	38
Louisiana.....	112	-53	141	-27	158	-12	⁴ 175	+4	170	-8	175	63	19
Maine.....	171	+1	173	0	176	-4	174	-4	178	-1	179	8	79
Maryland.....	178	-7	180	-6	185	+1	(1)	(1)	(1)	(1)	189	11	⁵ 23
Massachusetts.....	178	+1	180	-2	178	+2	177	-1	180	0	183	5	47
Michigan.....	177	+3	178	-4	170	-11	183	-3	185	-6	188	11	50

¹ City school data are for the school year 1927-28.

² The average length of school term for all classes of rural schools is 163 days; for all classes of schools in the United States it is 172.

³ No data.

⁴ Supplemented by a report from the State Department of Education.

⁵ No colored schools reported.

TABLE 30.—Average length of term in days in each of the five classes of rural schools for both whites and Negroes and the increase or decrease during the 5-year period, 1925 to 1930—Continued

State	1-teacher schools		2-teacher schools		Schools of 3 or more teachers in open country		Consolidated schools		Schools of 3 or more teachers in villages and towns		Schools in cities of 2,500 or more population	Difference in days between 1-teacher and city schools	Number of counties reporting on this section of the study
	Average number of days	Increase or decrease	Average number of days	Increase or decrease	Average number of days	Increase or decrease	Average number of days	Increase or decrease	Average number of days	Increase or decrease			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Minnesota.....	166	+5	173	-1	178	-2	177	-1	179	-1	185	19	53
Mississippi.....	122	+5	128	+4	140	+13	161	+12	177	+10	177	55	34
Missouri.....	155	+2	162	+1	165	-3	179	+3	179	+3	183	28	36
Montana.....	170	+9	173	-2	171	-6	174	-3	174	-2	181	11	34
Nebraska.....	173	+3	176	-2	177	-1	177	-2	177	-1	178	5	43
Nevada.....	150	0	180	+8	(9)	(9)	193	+27	191	+17	176	17	45
New Hampshire.....	176	-1	176	-1	175	-3	176	+1	177	0	178	2	30
New Jersey.....	181	-2	180	-2	179	-4	180	-2	182	-3	189	8	16
New Mexico.....	165	+2	169	+3	175	+2	174	-2	176	+5	179	14	18
New York.....	188	+6	187	-3	189	-4	188	-1	190	-5	187	-1	118
North Carolina.....	131	+8	142	+15	140	+3	161	+2	157	-2	180	49	27
North Dakota.....	164	+5	173	-3	179	-1	178	-1	179	0	180	16	34
Ohio.....	163	0	165	-1	171	+5	169	-4	173	0	182	19	50
Oklahoma.....	158	+3	165	+7	171	+7	173	+2	175	+6	176	15	43
Oregon.....	160	0	168	-3	171	-6	172	-5	171	-6	181	18	25
Pennsylvania.....	161	0	164	+1	170	+2	170	+3	179	+1	187	26	35
Rhode Island.....	181	-8	182	-8	(9)	(9)	182	-7	180	-6	182	1	8
South Carolina.....	99	-22	117	-14	143	-7	156	-12	164	-7	176	77	7
South Dakota.....	170	0	173	-2	177	-3	176	-1	176	-1	179	6	47
Tennessee.....	153	+26	155	+28	159	+7	169	+5	163	-1	185	32	39
Texas.....	128	+4	145	+7	151	+5	156	+2	163	+8	175	37	99
Utah.....	179	-3	162	-6	169	+5	168	-4	167	+1	178	19	23
Vermont.....	168	-3	167	-5	170	-5	171	-7	174	-4	175	7	61
Virginia.....	160	+10	158	+11	166	+6	175	+3	178	-2	181	31	32
Washington.....	167	-2	171	-3	171	-7	172	-2	171	-4	184	17	30
West Virginia.....	156	-4	156	-4	158	-3	160	-6	164	0	176	20	16
Wisconsin.....	172	0	176	-4	177	-3	177	-1	178	-2	180	8	50
Wyoming.....	171	+2	172	0	177	+8	174	+1	174	-1	179	8	13
Number of States showing increases.....		27		19		21		15		14			
Number of States showing decreases.....		11		24		25		51		26			
Number of States showing no change.....		7		5		1		1		6			

* No data.

† Supplemented by a report from the State Department of Education.

‡ No colored schools reported.

§ Data for 1926.

|| New York the only State showing slightly shorter average term length in city schools.

It will be noted from Table 30 that the national averages in the length of school term in two and three teacher schools in the open country also show increases during the 5-year period, but the increases are smaller than in 1-teacher schools. Consolidated schools show no change and village schools show a slight loss. There is considerable fluctuation between the trends recorded by the several classes of schools for any given State but, by and large, those showing marked increases in 1-teacher schools also show increases in the other classes; those showing marked decreases in 1-teacher schools record losses

for the other classes; and those showing either slight or no changes in the term length of the smallest rural schools show the same tendency in the larger schools. In Mississippi, Oklahoma, and Texas all classes of schools show increases; 11 other States show increases in all classes save one. For Kansas, New Jersey, South Carolina, Vermont, and Washington slight decreases are recorded for all classes of schools except in the case of South Carolina where the decrease is considerable for all classes. Twelve other States record decreases in all classes except one.

Attention should also be given to the disparities between the term-length averages recorded for the several classes of schools. With the exception of the average given for the 2-teacher schools, term lengths increase materially with the size of the school. The average term for the Nation in the city schools is 22 days longer than in 1-teacher schools. This is a differential of more than a school month. Many of the States naturally show very much larger differences between the several classes of schools. In South Carolina, for example, the average term of school in the 1-teacher schools is 77 days shorter than in the city schools, in Alabama and Louisiana the differential is 63 days each, in Arkansas and Mississippi it is 55 days each, in North Carolina it is 49, in Georgia 47, in Florida 39, in Texas 37, etc. In Pennsylvania the differential is 26 days, and in such Midwestern States as Illinois and Indiana it is, respectively, 30 and 23. The only State recording a larger average term for 1-teacher schools than for city schools is New York, the difference being one day.

Differences in term lengths similar to those found between the 1-room schools and city schools could also be shown to obtain between the smaller rural schools and the larger rural schools, the amounts of these differences would, however, be found to be less marked.

There probably will be the contention that the short-term averages recorded in Table 30 for the Southern States are caused by the inclusion of Negro schools. This contention is in part upheld by the data presented in Table 31. In this table averages are given for both the white and the colored schools for those States which maintain separate schools for the two races. Some very marked differences between the school terms afforded the two races are noted. In a few instances the averages for Negro schools were found to be larger but these advantages may possibly be accounted for by the very small number of Negro schools reported. Possibly those reported just happened to have longer school terms than is the general practice. A number of States, such as Delaware, Missouri, Kentucky, Tennessee, North Carolina, and West Virginia, closely approach parity in the term lengths provided for the two races.

TABLE 31.—Term length in days in white and Negro schools in States in which separate schools are maintained for the two races, 1929-30

State	Average number of days schools were in session									
	1-teacher schools		2-teacher schools		Schools of 3 or more teachers in open country		Consolidated schools		Schools of 3 or more teachers in villages and towns	
	White	Negro	White	Negro	White	Negro	White	Negro	White	Negro
1	2	3	4	5	6	7	8	9	10	11
United States.....	166	123	161	128	165	144	169	156	175	158
Alabama.....	132	¹ 109	141	114	143	131	157	156	171	157
Arkansas.....	128	109	136	126	147	145	154	140	166	150
Delaware.....	179	179	180	180	(¹)	(¹)	179	¹ 180	(¹)	¹ 180
Florida.....	148	113	153	114	155	¹ 143	164	¹ 153	164	144
Georgia.....	135	¹ 129	136	119	151	¹ 123	167	¹ 156	173	158
Kentucky.....	148	141	148	145	154	¹ 178	168	(¹)	161	163
Louisiana.....	170	¹ 93	170	104	173	114	175	(¹)	177	149
Maryland.....	187	167	187	167	187	173	(¹)	(¹)	(¹)	(¹)
Mississippi.....	152	¹ 113	152	¹ 117	157	121	162	159	177	180
Missouri.....	155	156	161	¹ 180	165	(¹)	179	(¹)	178	¹ 187
North Carolina.....	134	¹ 129	140	133	142	139	162	149	163	147
Oklahoma.....	161	154	166	158	172	167	174	164	176	172
South Carolina.....	151	¹ 85	150	91	155	113	178	123	179	143
Tennessee.....	156	144	157	149	159	160	160	161	164	160
Texas.....	144	118	147	125	152	137	157	¹ 150	164	159
Virginia.....	160	142	170	146	174	¹ 160	178	171	189	173
West Virginia.....	156	155	156	156	158	(¹)	160	(¹)	165	157

¹ Number of Negro schools reported is greater than the number of white schools.² No data.³ Very small number of schools reported.

Certain implications of the facts brought out above should be kept in mind. If it is granted that a month of school attendance has a given educational value and that two months of such attendance has approximately twice as much value, then the term-length data presented become a significant index of the wide disparities which exist between the educational opportunities made available to various groups of American children. Such accidental circumstances as the State in which a child's home happens to be located, the sparsity or density of the population of the region of the State in which he is living, the size of the school which he attends, and the ethnical origin of his ancestors, all play important rôles in determining the amount of education which is provided for him. If a child's home is in the State of South Carolina, for example, he has an opportunity to attend school on an average of 146 ³ days per year, but if his home had been in the State of New Jersey his average school opportunity would during the same year have been 188 days, ⁵ a difference of more than two months. Again, if during the year 1930 this child had lived in a

⁴ Statistics of State School Systems 1927-28. Washington, Government Printing Office, 1930. (Office of Education, Bulletin, 1930, No. 5.) p. 23.

sparsely settled community of the type represented by the average 1-teacher school district of South Carolina, his local school would have been in session 99 days, on the average; if he had lived in an average city of that State having 2,500 or more population his home school would have offered him an educational opportunity of 176 days, a difference of nearly four months. In the same State he would have been permitted to attend school on an average of 117 days if he had lived near a 2-teacher school, an average of 143 days if he lived near a school in the open country employing three or more teachers, an average of 156 days if he lived in a consolidated rural school district, and an average of 164 days if he had attended school in a village or town. If he were a white child attending a 1-teacher school he could have gone to school an average of 151 days, if a Negro child 85 days; in a 2-teacher school district the white child could have attended 150 days and the Negro child 91 days; in a country school employing three or more teachers, a white child could have attended 155 days, and a Negro child 113 days; in a consolidated school, a white child could have gone 178 days and a Negro child 123 days; and in village schools the former could have attended an average of 179 days and the latter 143 days. Similar differences could be cited for most of the points compared from almost any other State. Tables 29-31, inclusive, present sufficient data to enable any one interested to gage fairly accurately the term-length situation in each State and to isolate the inequalities obtaining there.

If we are interested in equalizing the educational opportunities of our children regardless of accidents incident to domicile or birth, the facts revealed in this section are most challenging. The differences between the number of days during which children of various types of communities may attend school can be better appreciated when it is remembered that these differences are cumulative throughout the child's school life. Referring for another moment to the case of South Carolina, the State above used as an example, it will be found that the difference of 77 days noted between the average term length in 1-teacher schools and that in the city schools amounts to nearly four months per school year. For the eight years of elementary school life of an average child, this annual difference in the term length provided totals to nearly 32 months. The average school year consists of eight and one-half months. There is therefore a difference of approximately three years and seven months. In other words, a child attending school in the average city of South Carolina of 2,500 or more population has an average elementary school opportunity which is three years and seven months longer than has his cousin who attends a 1-teacher school. Fortunately for the State used here as an example, there are apparently not many 1-teacher schools left

(except those attended by Negroes). Many of the 1-teacher schools of South Carolina have been consolidated into larger schools. But the fact still remains that within the same State there are children who have a total school opportunity which is only a few months short of twice as long as that of other children. The differences between average school terms provided for children in 1-teacher schools and in the larger schools may not be as great in other States as those cited for the State used to illustrate the point, but similar and even greater inequalities in the school opportunities could be found among smaller groups of school children all over the Nation, and individual cases could be found within most of the States. If "The Children's Charter" brought out through the deliberations of the White House Conference epitomizes America's aims concerning childhood and if every child is entitled to "these rights, regardless of race, or color, or situation, wherever he may live under the protection of the American flag," then the term-length data here presented indicate how large our task of effecting equality still is and where certain phases of it are to be found. Inequalities are still seen to be great and numerous.

V. THE EDUCATIONAL STATUS OF WORKERS IN RURAL SCHOOLS

Preservice preparation of rural teachers.—The process of educating a child is so complex and involves so many factors that it is difficult to say with any degree of accuracy just how much a teacher's efficiency is affected by the amount of training she receives in preparation for her work. There is available very little exact information to show how or to what extent a year more or less of education influences teaching performance or teaching outcomes. But general observation and logic have long convinced educators that teachers need to attain to certain levels of culture, that they must acquire certain subject-matter facts, and that they must master certain rudiments of the science and the art of instruction. Educators have, therefore, generally held to the view that certain allotments of time are necessary to equip the average candidate for teaching with a given level of professional proficiency. By and large, the time generally accepted as a minimum standard is two years of teacher training after the completion of high school. In recent years there is discernible a tendency to step-up this minimum standard. The recent increase in the supply of available teachers over the demand, the upward tendencies of the salary schedules, and the demand for extension in training for professions in general, all exert an influence toward increasing the standard fixed for training teachers.

In the light of the above considerations it must be concluded that the amount of preservice preparation is one of the most important

aspects of the professional status of rural teachers. Since amount of training in a very real way determines how much the teacher has invested in her profession this factor bears a significant relationship to the salaries paid. It will, therefore, be of interest to examine the facts presented in this section of the study in relation to the salary situation in these schools as revealed in the section devoted to that problem. Aside from this fact, however, it is important that exact facts concerning the training status of teachers in the various types of schools and in the various States become fully known. Thus far this information has been sporadic and very piecemeal. For some States careful studies have been made of this matter and the school authorities have reliable information concerning the training status of their teachers. Comparable data for neighboring States are, however, seldom available. It is, therefore, difficult to learn just where a given State stands in the matter of a trained teaching staff. Without reliable knowledge concerning this matter it is difficult for those in charge of the schools to determine the nature and the magnitude of their problem in the matter of a teacher-training program or to know at what point an attack should be made upon it.

It was decided, therefore, to gather facts nation-wide to show just how much education the present teaching staff in rural schools has received. The county superintendents were asked to report the number of years of education beyond the completion of the elementary grades which the workers in the several classes of rural schools have had. Data were reported for a total of 165,452 teachers and for 6,372 principals employed in these schools. These totals, it will be noted, are considerably smaller than those for which salary and term-length data became available. Training data were reported by 1,588, or 45.4 per cent, of the 3,496 superintendents of rural schools to whom the forms were sent. The proportionate number of reports on Negro teachers was naturally smaller. It is believed, however, that the total number of both major groups of teachers involved is sufficiently great to be significant. The distributions between the several classes of rural schools and between States are, by and large, proportionate to those for the other portions of this study except in the case of Maryland, for which no data were supplied on the education of rural teachers. The distributions also lead to the belief that the data showing the education of these teachers are representative for the rural situation as a whole.

It will be noted from Tables 32-36, inclusive, that data for Negro teachers are given separately, but within the same tables, for 16 of the States which maintain separate schools for the two races. Education was recorded in whole years because it was found to be difficult to get accurate returns upon a more refined standard. Each superintendent, therefore, became the judge of what constitutes a year of preparation.

He was requested, so far as it was possible to do so, to take the data from the county records. If actual records were not available, he was advised to make the best possible estimate. If any errors are present in these tables, it is likely that too much rather than too little education has been recorded. Teachers and their supervisors have a tendency to overestimate the amount of their training rather than to underestimate. It is human nature to rate one's accomplishments as high as possible. This means that the present educational status of rural teachers is probably at least as low as Tables 32-36, inclusive, indicate, and if any corrections are to be made, the revisions should be downward rather than upward. Error from this source is, however, not believed to be very great. All in all, the large number of teachers involved, the proportionate character of the distributions, and the source and treatment of the data reported lead to the conclusion that the facts here presented on the education of rural teachers are as nearly accurate, and perhaps somewhat more extensive, than any now available. If we are interested in equalizing the educational opportunities of all American children, and if we believe that the amount of education and training influences the quality of the instruction given in our classrooms, we should find a great many significant facts in the data here presented. Since the training required for rural teaching represents the minimum practice, the facts here revealed show how much progress needs yet to be made if teaching is actually to become a profession in the true meaning of that concept.

TABLE 32.—Education of teachers of 1-teacher schools given by races and by States

State	Education in years beyond the elementary grades									Median training beyond elementary grades		Total number of teachers reported	Number of counties reporting
	1 year or less	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years or more	Years	Months		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental United States:													
White.....	5,277	3,486	2,530	15,350	10,436	10,711	1,868	1,112	890	4	2	60,854	1,588
Negro.....	979	626	443	778	435	324	70	57	35	2	6	3,757	321
Alabama:													
White.....	15	30	50	99	174	53	14	14	6	4	1	455	25
Negro.....	78	173	92	142	93	11	1	8	1	2	4	598	22
Arizona.....			1			32	17	2	30	6	4	82	8
Arkansas:													
White.....	161	121	108	295	70	56	18	14	1	3	0	844	28
Negro.....	98	53	28	65	20	17	3	4	6	1	8	294	18
California.....	18	64	47	154	43	256	112	70	30	5	4	928	33
Colorado.....	149	83	20	106	273	175	32	57	14	4	2	889	34
Connecticut.....	4	19	3	57	40	63	2		2	4	2	190	10
Delaware:													
White.....	10	21	17	56	8	37	1	1	12	3	5	163	3
Negro.....	1	3	8	11	6	14	3	4	3	4	6	53	3
Florida:													
White.....	4	14	21	25	13	9	5	3	17	3	6	111	21
Negro.....	4	15	6	28	2	3			7	3	2	65	15
Georgia:													
White.....	21	40	53	102	5	6	3		5	3	0	238	35
Negro.....	179	25	16	40	4	11	2	3		0	7	280	22
Idaho.....	13	34		16	40	217	6		7	5	2	333	20
Illinois.....	549	218	128	832	1,338	528	92	56	1	4	0	3,742	39
Indiana.....	140	167	35	39	328	255	38	14	44	4	4	1,060	51
Iowa.....	622	143	113	3,127	488	397	35	37	4	3	6	4,966	54
Kansas.....	114	185	237	2,712	818	560	127	74	80	3	6	4,927	68
Kentucky:													
White.....	62	143	162	480	311	228	86	49	26	3	7	1,547	37
Negro.....	6	21	7	28	33	53	10	2		4	8	100	27

TABLE 32.—Education of teachers of 1-teacher schools given by races and by States—Continued

State	Education in years beyond the elementary grades									Median training beyond elementary grades		Total number of teachers reported	Number of counties reporting
	1 year or less	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years or more	Years	Months		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Louisiana:													
White.....	3	6	9	8	21	36		1			4	84	17
Negro.....	32	35	46	55	12	31	1	1			2	213	13
Maine.....	31	94	15	187	188	309	43	7	28		4	962	81
Massachusetts.....	4	27	5	22	18	102	9	5	12		5	204	50
Michigan.....	361	272	74	119	1,257	364	25	17	4		4	2,493	43
Minnesota.....	642	73	20	204	2,872	389	21	5	1		4	4,227	50
Mississippi:													
White.....	24	27	7	130	15	10	2				3	215	30
Negro.....	270	76	25	80	10	20	4	3			0	488	19
Missouri:													
White.....	195	89	125	774	539	329	153	40	55		3	2,299	35
Negro.....	10	11		14	3	5		3	1		3	47	28
Montana.....	70	126	8	301	444	825	43	37	4		4	1,558	35
Nebraska.....	173	3	29	1,013	662	198	41	31	1		3	2,001	35
New Hampshire.....	9	41	10	27	38	181	11	6	1		5	324	20
New Jersey.....	6	3	2	56	39	77		48	80		5	281	18
New Mexico.....	9	2	4	79	72	57	12	16	26		4	277	16
New York.....	408	164	294	349	1,585	510	254	89	121		4	3,714	105
North Carolina:													
White.....	18	33	16	40	61	34	16	8	2		3	248	29
Negro.....	35	29	37	162	40	10	7	7	8		3	255	24
North Dakota.....	229	53	43	1,162	831	331	37	37	11		3	2,734	34
Ohio.....	318	171	67	137	694	327	105	20	30		4	1,850	45
Oklahoma:													
White.....	127	66	54	366	420	353	53	46	18		4	1,503	56
Negro.....	18	20	9	35	29	46	1	3	6		3	167	31
Oregon.....	26	70	20	67	287	268	33	60	25		4	863	22

Pennsylvania.....	13	236	127	300	389	1,350	127	71	79	5	2	2,692	25
Rhode Island.....	1		2	8	5	10	2	5	2	5	2	35	8
South Carolina:													
White.....				3	2	1	1			5	4	7	6
Negro.....	29	28	6	10			4			1	5	71	4
South Dakota.....	241	183	60	484	1,105	245	15	29	4	4	2	2,373	36
Tennessee:													
White.....	88	88	69	291	394	94	37	37	37	4	0	1,138	40
Negro.....	54	29	36	94	33	29	12	5	1	3	2	283	24
Texas:													
White.....	67	49	97	181	178	80	35	19	8	3	7	714	82
Negro.....	31	23	55	28	59	20	15	10		3	4	241	33
Utah.....		3		4	6	29	2	1		5	2	36	24
Vermont.....	22	18	10	63	339	213	20	9	3	4	6	999	61
Virginia:													
White.....	6	34	55	44	153	97	9	11	10	4	4	419	31
Negro.....	127	79	38	68	87	45	1	3		2	4	418	31
Washington.....	1	18	3	13	46	566	22	8		5	4	677	20
West Virginia:													
White.....	139	159	100	162	177	119	39	34	67	3	6	976	12
Negro.....	16		31	18	14	14	6	1	3	3	2	163	11
Wisconsin.....	161	116	221	648	2,400	397	47	11	6	4	3	3,929	48
Wyoming.....				184	308	187	6	36	4		5	725	13

A great deal of interpretation of the meaning of the various data on teacher training will not be undertaken. The tables are more or less self-explanatory. Table 32 is read as follows: Of the 60,854 white teachers of 1-teacher schools for whom data were reported 5,277 had a single year or less of training after completion of the work of the elementary grades; 3,486 had 2 years beyond these grades; 2,530 had 3 years; 15,550 had 4 years; 19,430 had 5 years; 10,711 had 6 years; 1,868 had 7 years; 1,112, 8 years; and 890 had 9 or more years of training beyond the elementary grades. The data for the Negro schools and for the several States are read in the same manner. Table 32 shows clearly the training status of the teachers of 1-teacher schools in the various States. If these data are representative, the total number of rural teachers with any given amount of education could easily be computed for each of the States. It would be necessary only to know the total number of teachers in each class of rural schools and then to apply to these totals the percentages resulting from the distributions given in this table.

Columns 11 and 12 represent an attempt to compute medians for each of the distributions. To do this, nine months was considered as constituting a year of education. Column 11 gives the number of whole years of education, and column 12 shows the fractional parts reduced to months. Fractions of months were counted as whole months if more than one-half of a month and disregarded if less. The medians have been computed on the assumption that teachers having anywhere between one month and nine months of education were recorded in the distribution as having attended school one year or less beyond the grades. Under this procedure 4 years of education means 3 full years or terms plus from 1 to 9 months. This procedure is justified by the assumption, as pointed out above, that both teachers and superintendents would be more likely to overestimate actual educational accomplishments than to underestimate them. That is to say, that when a superintendent is given the choice of reporting a teacher with say 3 years and 4 or 5 months of education as having either 3 years or 4 years of training, there would be a tendency to claim the higher accomplishments and place her under "4 years" in the distribution scheme provided for in the questionnaire. The procedure here outlined is also based upon the assumption that the distribution is continuous. That is, it is assumed that the amounts of education are distributed fairly evenly between 3 years and 1 month, 3 years and 2 months, 3 years and 3 months, 3 years and 4 months, etc. If there has been no tendency to record fractional parts of years under the next higher category, and if the cases do not distribute continuously but tend to pile up at the whole year points, it follows that the medians presented in these tables need to be corrected by half a school year. Each student of these tables can make

such corrections for himself from the distributions presented. It may be that the medians are slightly too low.

It will be seen that the median teacher in the 1-teacher schools for white children in the United States has had four years and two months of education beyond the elementary grades. The median teacher of 1-teacher Negro schools has had two years and six months. Table 32 also shows what wide disparities there are in the amount of education reported by teachers within a given class of rural schools. It will be seen that in almost every State there are some of these teachers with but a single year of education beyond the grades, while there are others reporting more than nine years of such education and training. To be sure, in most States there are comparatively few in the higher brackets; some States record equally few in the lower brackets. In some of the States the cases pile up at 4, 5, and 6 years, in others they pile up at the low end. Tables 33 and 34 are read in the same manner as Table 32, and they will permit of much the same interpretations and computations suggested above. To be sure, the proportions of teachers with varying amounts of education are different, but taken together Tables 32-36, inclusive, will make it possible for any student of the problem to obtain a fairly accurate and complete picture of the educational status of teachers of rural schools either in the United States or in any one or group of the individual States.

TABLE 33.—*Education of teachers of 2-teacher schools given by races and by States*

State	Education in years beyond the elementary grades										Median training beyond elementary grades	Total number of teachers reported	Number of teachers reporting
	1 year or less	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years or more	Years	Months		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental United States:													
White	753	979	894	2,775	3,775	4,171	871	533	314	4	5	15,065	1,623
Negro	355	297	245	439	352	196	50	46	32	3	3	2,012	348
Alabama:													
White	8	28	51	93	177	155	40	24	24	4	6	690	26
Negro	21	55	61	90	82	18	1	3	—	3	3	331	23
Arizona:													
White	—	—	—	—	—	45	10	5	—	5	5	62	8
Arkansas:													
White	62	71	68	242	109	77	26	11	3	3	4	666	28
Negro	49	51	21	41	16	15	3	11	7	2	3	214	19
California:													
White	6	23	15	90	7	72	65	28	23	5	3	329	33
Negro	29	26	9	22	51	54	17	20	6	4	5	234	35
Colorado:													
White	4	10	—	4	19	28	1	1	2	4	8	69	10
Connecticut:													
White	4	2	10	23	—	6	1	1	—	3	3	50	3
Negro	—	—	—	15	5	7	1	—	—	3	8	25	2
Delaware:													
White	—	—	—	—	—	—	—	—	—	—	—	—	—
Negro	—	—	—	—	—	—	—	—	—	—	—	—	—

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TABLE 33.—Education of teachers of 2-teacher schools given by races and by States—Continued

State	Education in years beyond the elementary grades										Median training beyond elementary grades		Total number of teachers reported	Number of counties reporting
	1 year or less	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years or more	Years	Months			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Florida														
White	3	20	15	19	15	12	6	11	14	4	0	116	21	
Negro	2	8	4	16	5	2		3	2	0	4	42	10	
Georgia														
White	15	19	71	84	22	37	5	6		3	2	262	36	
Negro	70	27	5	12	2	6	1					124	24	
Idaho	1	65	3	16	82	84	8	1	1	4	5	230	20	
Illinois	35	20	26	72	96	82	6	14		4	2	351	39	
Indiana	20	105	13	11	94	119	12	4	8	4	5	416	55	
Iowa	13	1	5	119	25	31		3	10	3	6	247	58	
Kansas	21	32	17	229	129	120	23	23	8	3	6	612	69	
Kentucky														
White	16	21	23	52	75	58	38	41	6	4	8	372	37	
Negro	3	2	1	2	9	8	3	2		4	7	39	31	
Louisiana														
White	7	3	14	7	39	53	4	3		4	7	130	17	
Negro	6	23	12	40	12	11		2		3	2	166	13	
Maine	12	21	4	27	34	129	13	11		5	2	280	82	
Massachusetts	1	4	1	12	15	84	7	3	9	5	3	136	49	
Michigan	24	68	21	19	183	88	16	1		3	3	429	43	
Minnesota	59	26	3	29	180	131	7	4		3	5	410	51	
Mississippi														
White	29	8	16	165	11	16	4	3		3	3	192	32	
Negro	30	17	9	16	4	7				1	6	84	19	
Missouri														
White	7	4	1	33	41	20	17	17		4	5	140	35	
Negro	2			3								6	34	
Montana	17	30	2	19	46	46	7	3	2	4	3	172	37	
Nebraska	6		3	33	75	57	7	12	1	4	6	194	41	
New Hampshire	3	14	5	13	8	62	3	8		5	2	116	29	
New Jersey	8	3	4	31	54	55	4	17	10	5	1	226	18	
New Mexico	6	2	6	33	30	34	46	3	13	5	3	172	16	
New York	56	32	30	50	210	99	79	25	18	4	8	605	106	
North Carolina														
White	33	30	39	98	125	65	15	25		4	1	430	26	
Negro	10	35	55	68	54	19	12	4	7	3	4	264	25	
North Dakota	3	2	1	24	62	100	2	18	2	5	1	214	34	
Ohio	18	15	13	22	182	159	16	12	19	4	7	456	45	
Oklahoma														
White	52	50	37	124	202	241	58	30	22	4	6	816	37	
Negro	3	4	3	20	4	11	4	4	11	4	4	64	33	
Oregon	7	18	12	42	87	147	24	19	4	5	0	360	22	
Pennsylvania	11	16	15	54	65	290	16	15	11	5	3	443	26	
Rhode Island				2	3	7				5	1	12	8	
South Carolina														
White				27	31	43	22	7		5	1	130	6	
Negro	28	14	13	12	4	2				1	7	78	4	
South Dakota	3	8		18	23	20	1	9	2	4	5	84	42	
Tennessee														
White	39	25	41	339	368	178	48	38	50	4	3	1,126	40	
Negro	29	8	22	52	42	26	9	8		3	8	196	26	
Texas														
White	94	86	211	286	358	265	92	24	0	4	1	1,422	85	
Negro	22	16	21	22	25	17	16	3		3	4	142	36	
Utah		4		2	11	38	14	4	1	5	4	74	24	
Vermont														
Virginia														
White	9	21	19	71	103	65	48	2		4	4	338	31	
Negro	77	37	9	28	81	43		2	1	3	5	278	28	
Washington	1	3	2	5	9	349	16	14	1	5	4	400	26	
West Virginia														
White	10	25	21	47	44	47	10	7	27	4	3	238	12	
Negro	3		4	2	7	4		3	3	4	5	26	14	
Wisconsin	17	15	33	93	201	127	13	5	3	4	4	507	49	
Wyoming				1	18	20		1		5	0	40	13	

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TABLE 34.—Education of teachers in schools of three or more teachers in open country given by races and by States

State	Education in years beyond the elementary grades										Median training beyond elementary grades		Total number of teachers reported	Number of counties reporting
	1 year or less	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years or more	Years	Months			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Continental United States:														
White.....	281	571	97	1,341	2,067	2,805	1,084	803	341	5	6	9,980	1,696	
Negro.....	209	137	97	215	200	132	47	55	3	3	4	1,064	343	
Alabama:														
White.....	4	17	35	99	225	202	63	55	103	5	6	803	27	
Negro.....	8	8	15	26	49	32	—	21	—	4	3	159	29	
Arizona.....	—	—	—	—	—	—	268	12	1	—	5	6	311	8
Arkansas:														
White.....	13	25	39	104	62	31	30	17	2	3	8	343	29	
Negro.....	4	6	6	12	4	5	—	1	2	3	3	40	22	
California.....	1	5	2	87	12	127	119	48	24	5	8	395	36	
Colorado.....	11	27	8	25	28	52	3	3	1	3	7	138	36	
Connecticut.....	—	—	—	—	—	12	—	—	—	6	0	12	10	
Florida:														
White.....	2	6	4	3	2	6	—	1	14	5	3	38	21	
Negro.....	1	4	5	12	2	1	—	2	—	3	3	27	22	
Georgia:														
White.....	6	22	46	36	45	29	—	—	—	3	5	187	37	
Negro.....	1	5	1	4	—	1	—	—	—	2	6	12	33	
Idaho.....	2	40	3	14	32	51	5	13	1	4	6	161	20	
Illinois.....	11	5	—	27	36	45	14	53	—	5	3	191	43	
Indiana.....	56	75	23	27	65	81	14	24	11	4	1	346	61	
Iowa.....	3	1	—	8	—	12	3	7	—	5	3	34	64	
Kansas.....	3	1	7	23	25	37	15	66	5	5	8	179	71	
Kentucky:														
White.....	1	4	7	21	37	57	21	33	15	5	4	196	39	
Negro.....	—	—	—	—	—	4	—	—	—	6	0	4	32	
Louisiana:														
White.....	—	—	4	12	21	69	4	21	—	5	3	131	17	
Negro.....	5	—	2	6	1	3	—	—	—	3	2	17	16	
Maine.....	1	1	1	5	5	26	4	21	—	5	6	74	83	
Massachusetts.....	—	—	—	5	1	3	2	—	—	3	7	14	53	
Michigan.....	15	15	27	4	62	67	6	8	—	4	6	266	47	
Minnesota.....	3	2	—	9	27	37	1	7	—	5	0	86	53	
Mississippi:														
White.....	4	3	9	36	11	13	7	2	—	3	7	85	34	
Negro.....	92	57	24	41	15	8	—	1	—	1	4	238	24	
Missouri: White.....	—	—	—	1	2	7	8	12	—	6	4	30	38	
Montana.....	—	2	1	—	1	7	1	1	—	5	3	13	39	
Nebraska.....	3	—	1	7	14	6	3	7	2	4	6	45	49	
New Hampshire.....	4	10	3	2	1	8	1	6	—	3	0	34	32	
New Jersey.....	—	2	—	47	27	100	—	4	—	5	1	180	17	
New Mexico.....	—	—	—	4	39	32	17	23	4	5	5	119	19	
New York.....	10	21	18	18	75	74	61	67	11	5	3	345	116	
North Carolina:														
White.....	13	22	30	51	98	49	53	30	13	4	5	359	29	
Negro.....	6	16	20	50	38	18	31	18	3	4	2	200	27	
North Dakota.....	4	2	1	5	15	20	4	11	1	5	2	61	34	
Ohio.....	11	16	3	9	63	105	22	41	2	5	1	302	46	
Oklahoma:														
White.....	13	24	12	27	48	67	24	19	15	5	0	246	39	
Negro.....	2	—	—	3	—	—	—	—	—	3	3	5	36	
Oregon.....	1	7	3	12	23	184	20	41	5	5	4	226	23	
Pennsylvania.....	1	5	12	23	59	119	36	23	15	5	3	263	31	
South Carolina:														
White.....	—	—	—	3	10	32	43	59	17	2	5	8	160	6
Negro.....	14	14	11	3	4	11	3	2	—	2	2	62	4	

TABLE 34.—Education of teachers in schools of three or more teachers in open country given by races and by States—Continued

State	Education in years beyond the elementary grades										Median training beyond elementary grades		Total number of teachers reported	Number of counties reporting
	1 year or less	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years or more	Years	Months			
	1	2	3	4	5	6	7	8	9	10	11	12			13	14
South Dakota						4	3		4		5	6	11	44
Tennessee														
White	10	26	33	156	260	169	114	79	29	4	7	912	41	
Negro		2	4	26	13	12	8	3		4	1	68	26	
Texas														
White	86	158	240	367	479	324	226	86	34	4	2	2,003	86	
Negro			7	11	27	10	3	2		4	4	60	39	
Utah						1	15	8	5	5	8	29	24	
Vermont					3	5	1			5	4	9	62	
Virginia														
White	4	20	12	28	29	35	24	14	7	4	7	173	32	
Negro	75	25	2	21	47	27	1	4		2	4	202	33	
Washington				22	6	138	19	4	1	5	4	160	29	
West Virginia: White	2	2	2	16	4	16	22	7	18	6	1	89	15	
Wisconsin		5	8	21	35	84	24	23	6	5	3	206	53	
Wyoming					3		6			6	3	9	16	

TABLE 35.—Number of teachers of consolidated schools, given by races and by States

State	Education in years beyond the elementary grades										Median training beyond elementary grades		Total number of teachers reported	Number of counties reporting
	1 year or less	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years or more	Years	Months			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Continental United States:														
White	335	1,146	686	2,475	3,356	7,842	2,696	5,745	877	5	5	25,158	1,732	
Negro	15	55	38	193	99	109	43	63	29	4	2	644	265	
Alabama:														
White	4	8	23	52	145	272	110	151	114	5	7	679	28	
Negro	1	2	14	10	20	10	4	2		4	2	30	36	
Arizona:						55		5		5	5	60	9	
Arkansas:														
White	6	5	13	46	56	75	22	36		5	6	259	30	
Negro	2	3	1	17	4	5	3	1		3	1	36	22	
California:	3	5	7	24	3	165	177	72	9	6	6	465	38	
Colorado:	17	40	14	44	40	101	54	67	20	5	5	417	28	
Connecticut:				9	16	29	7	5	1	5	3	67	12	
Delaware:														
White	3	11	26	60	19	57	4	5	11	3	8	106	3	
Negro						5	1	2		5	7	8	3	
Florida:														
White	4	41	10	63	33	24	8	21	8	3	7	214	23	
Negro	1	17		1	5	1			2	1	6	27	21	
Georgia:														
White	2	17	28	76	69	331	38	77	26	5	3	964	35	
Negro			2	2	5	3		2		4	5	14	32	
Idaho:					10	8		3	1	6	1	3	27	

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TABLE 35.—Number of teachers of consolidated schools, given by races and by States—
Continued

State	Education in years beyond the elementary grades										Median training beyond elementary grades	Total number of teachers reported	Number of counties reporting
	1 year or less	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years or more	Years	Months		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Illinois.....	11	5	4	16	23	75	9	40	.....	5	3	183	47
Indiana.....	48	229	92	236	343	462	271	565	74	5	4	2,317	51
Iowa.....	34	152	91	265	136	522	80	461	40	5	3	1,781	54
Kansas.....	18	14	15	72	96	87	29	64	21	4	8	416	72
Kentucky: White.....	4	5	7	29	61	75	69	128	60	6	5	438	44
Louisiana: White.....	29	48	16	17	21	61	66	30	6	5	3	285	19
Maine.....	2	1	.....	3	6	23	1	3	.....	5	3	39	82
Massachusetts.....	2	.....	18	9	13	100	29	46	1	5	5	238	53
Michigan.....	1	8	10	11	46	114	42	43	3	5	5	278	50
Minnesota.....	1	1	.....	16	29	152	6	49	10	5	5	264	56
Mississippi:													
White.....	3	46	31	382	194	431	103	488	43	5	4	1,721	30
Negro.....	2	8	1	61	3	11	15	23	.....	3	6	154	28
Missouri: White.....	15	30	22	102	54	284	69	118	18	5	4	710	35
Montana.....	1	16	1	13	5	10	9	8	.....	4	2	43	39
Nebraska.....	1	1	.....	25	34	56	21	30	6	5	4	174	46
New Hampshire.....	1	10	7	4	2	6	1	4	1	3	0	36	32
New Jersey.....	.....	.....	15	12	175	113	19	22	.....	4	7	356	18
New Mexico.....	.....	2	.....	2	54	49	41	42	16	5	8	206	18
New York.....	9	11	22	36	82	48	81	227	82	7	0	598	118
North Carolina:													
White.....	7	14	44	136	298	271	364	452	43	6	0	1,629	28
Negro.....	1	2	3	1	6	10	3	4	7	5	5	37	77
North Dakota.....	2	27	6	21	47	300	41	92	16	5	5	552	35
Ohio.....	26	156	26	109	382	635	169	728	53	5	6	2,284	47
Oklahoma:													
White.....	21	60	35	96	172	297	97	179	36	5	4	993	39
Negro.....	4	6	4	9	.....	11	7	13	5	3	54	37	
Oregon.....	.....	1	.....	15	19	76	10	63	15	5	7	199	24
Pennsylvania.....	13	13	20	85	163	514	174	134	25	5	4	1,141	29
Rhode Island.....	.....	.....	2	1	3	21	3	5	1	5	5	36	5
South Carolina: White.....	.....	.....	.....	1	7	15	31	28	7	6	6	89	6
South Dakota.....	4	3	.....	4	28	60	13	32	3	5	5	147	41
Tennessee:													
White.....	7	11	10	181	208	143	106	172	25	5	0	863	41
Negro.....	3	3	5	45	49	43	8	28	.....	4	7	184	26
Texas: White.....	17	31	40	72	108	96	92	31	16	4	6	473	99
Utah.....	.....	12	.....	11	2	397	93	229	9	5	8	753	25
Vermont.....	.....	.....	1	.....	11	3	.....	1	.....	3	6	16	62
Virginia:													
White.....	25	88	26	90	67	186	66	116	14	4	2	678	33
Negro.....	1	14	8	17	7	10	2	1	7	3	5	67	33
Washington.....	.....	2	3	8	31	986	41	605	21	5	7	1,697	26
West Virginia: White.....	3	3	1	8	22	13	13	5	23	5	6	91	16
Wisconsin.....	.....	1	1	11	14	32	16	14	1	5	5	90	52
Wyoming.....	.....	.....	.....	2	7	42	1	29	.....	5	6	81	14

TABLE 36.—Education of teachers of three or more teacher schools in villages and towns given by races and by States

State	Education in years beyond the elementary grades									Median training beyond elementary grades		Total number of teachers reported	Number of counties reporting
	1 year or less	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years or more	Years	Months		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental United States:													
White.....	971	1,854	981	3,755	5,568	13,832	5,231	11,032	2,528	5	6	45,752	1,637
Negro.....	62	96	78	291	205	192	55	108	39	4	1	1,126	391
Alabama:													
White.....	1	6	8	90	207	154	143	136	350	6	5	1,095	27
Negro.....	1	6	17	33	61	34	13	29	5	4	6	199	30
Arizona:													
Negro.....					5	108	65	20	1	5	7	199	8
Arkansas:													
White.....	13	19	18	122	134	307	90	192	16	5	4	611	31
Negro.....	2	6	5	31	10	12	5	13		3	8	84	20
California.....	4	38	14	121	106	200	325	208	209	6	5	1,515	36
Colorado.....	20	83	15	120	53	165	68	267	37	5	5	834	35
Connecticut.....	2	23		13	4	37		10	5	5	1	94	12
Delaware: Negro.....				1		1		1		6	0	3	
Florida:													
White.....	7	28	30	137	110	176	85	110	110	5	4	793	23
Negro.....	2	3	7	17	4	19	8	17	16	5	2	63	19
Georgia:													
White.....	2	14	48	83	74	51	39	42	25	4	5	381	38
Negro.....	1	6	6	24	2	7		4		3	4	51	32
Idaho.....		48	1	28	35	157	34	70	1	5	4	374	22
Illinois.....	78	98	37	427	609	619	140	572	34	5	0	2,614	34
Indiana.....	53	66	39	94	80	323	105	256	69	5	5	1,085	53
Iowa.....	8	20	6	169	107	586	162	827	93	6	5	1,978	52
Kansas.....	36	91	82	456	311	442	196	664	97	5	4	2,375	65
Kentucky:													
White.....	2	5	6	40	29	47	23	84	20	5	8	257	40
Negro.....				5	5	7	1	2		5	0	20	32
Louisiana:													
White.....		2	12	20	81	394	62	184	10	5	6	765	19
Negro.....	2	3	6	31	11	15		1		3	7	70	16
Maine.....	3	38	5	32	35	301	44	116	18	5	5	592	82
Massachusetts.....	5	16	6	32	36	311	60	107	19	5	6	592	48
Michigan.....	16	40	33	48	245	596	193	242	11	5	5	1,424	44

Minnesota.....	14	37	18	41	77	210	12	113	10	5	3	532	53
Mississippi:													
White.....				6	8	43	8	134	16	7	2	215	34
Negro.....	13	2	1	8	5	1		3	1	3	1	33	27
Missouri:													
White.....	15	59	27	75	40	162	135	286	116	6	5	918	38
Negro.....				5	1	3	5	2		5	6	16	33
Montana.....	1	33	1	60	38	373	60	246	15	8	7	827	24
Nebraska.....		54	35	116	88	162	63	292	53	8	5	773	37
New Hampshire.....	6	38	10	33	12	110	39	57	17	5	5	322	29
New Jersey.....	378	146	29	47	239	505	37	246	114	5	0	1,737	18
New Mexico.....	19		1	39	42	35	22	54	19	5	6	213	17
New York.....	77	149	194	244	292	626	1,045	866	282	6	2	3,775	107
North Carolina:													
White.....			4	7	66	44	98	148	9	6	6	376	29
Negro.....	5	5	2	22	12	15	6	14	6	4	7	87	26
North Dakota.....		56	20	54	31	557	47	352	15	5	6	1,132	35
Ohio.....	88	146	52	182	652	1,001	302	1,069	153	5	6	3,626	47
Oklahoma:													
White.....	13	65	23	29	109	156	66	127	34	5	4	613	40
Negro.....	1	1	2	5	9	11	1	7	3	5	1	40	33
Oregon.....	15	63	8	75	135	350	100	291	47			1,064	23
Pennsylvania.....	9	129	47	147	240	1,528	172	701	116	5	5	3,059	8
Rhode Island.....	1	2		3	7	22	5	12		5	6	52	
South Carolina:													
White.....					6	54	238	25	9	6	4	332	6
Negro.....	15	6	1	23	2	13	4	1		3	4	65	4
South Dakota.....		10	6	29	67	121	19	130	16	5	5	419	40
Tennessee:													
White.....	16	12	9	94	170	168	71	136	79	5	3	746	41
Negro.....	2	4	10	34	52	18	5	11	1	4	3	157	25
Texas:													
White.....	32	31	52	126	186	195	152	121	23	5	1	618	93
Negro.....				10	10	9				4	4	29	43
Utah.....				12	65	472	165	211	24	5	7	889	26
Vermont.....	12	11	15	26	143	111	25	120	33	5		496	61
Virginia:													
White.....	13	80	14	81	281	326	32	213	41	5	2	1,061	34
Negro.....	17	53	7	32	14	22	2	1		2	5	148	34
Washington.....	1	5		18	16	636	31	425	28	5	7	1,169	26
West Virginia:													
White.....	9	49	14	58	49	52	67	62	65	5	5	425	14
Negro.....	1	1	14	19	7		4	2	6	3	6	45	17
Wisconsin.....	6	31	42	139	203	785	303	364	74	5	7	2,067	49
Wyoming.....					24	74	53	113	3	6	6	267	13

It would help us to appreciate more fully the general training situation if the various figures presented in these tables were reduced to percentages. Lack of space makes the publication of tables giving percentages for each of the several distributions inadvisable. But since all the basic data are here given, such percentages can readily be computed by anyone further interested in this problem. For the Nation as a whole such percentages have been computed and are here presented in Table 37. It will be seen that of all the teachers in 1-teacher schools 9.6 per cent show only one year or less of education beyond the grades; 6.4 per cent show 2 years; 4.3 per cent, 3 years; 25.6 per cent, 4 years; 30.8 per cent, 5 years; 17.1 per cent, 6 years; 2.9 per cent, 7 years; 1.8 per cent, 8 years; and 1.4 per cent show 9 years or more. In other words, 45.9 per cent of the teachers in 1-teacher schools show 4 years or less of education beyond the grades and 30.8 per cent more show 5 years or less. Less than one-fourth of these teachers have reached the generally accepted standard of minimum education and training represented by 2 years of education above the high school. If only the teachers of 1-room white schools are considered, it is found that the proportion with as much as 2 years of collegiate training is at the present time a little less than 1 in 4. When only Negro teachers of 1-room schools are taken, more than 1 out of 4 show 1 year or less of training on a high-school level; more than 3 of every 4 show educational achievements of less than the equivalent of high-school graduation, and fewer than 1 in 8 has reached the accepted standard of 2 years beyond high school.

TABLE 37.—Summary of the number and per cent of teachers of rural schools in the United States with varying amounts of education

Type of school	Education in years beyond the elementary grades										Median training beyond elementary grades		Total number of teachers reported
	1 year or less	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years or more	Years	Months		
	1	2	3	4	5	6	7	8	9	10	11	12	
1-teacher schools:													
White/Number.....	5,277	3,486	2,530	15,550	19,450	10,711	1,868	1,112	890		4	2	60,854
White/Per cent.....	8.7	5.7	4.2	25.6	31.9	17.6	3.1	1.8	1.5				
Negro/Number.....	979	626	443	778	445	324	70	57	35		2	6	3,757
Negro/Per cent.....	26.1	16.7	11.8	20.7	11.8	8.6	1.9	1.5	0.9				
Total/Number.....	6,256	4,112	2,973	16,328	19,875	11,035	1,938	1,169	925		4	1	64,611
Total/Per cent.....	9.6	6.4	4.3	25.6	30.8	17.1	2.9	1.8	1.4				
2-teacher schools:													
White/Number.....	753	979	894	2,775	3,775	4,171	871	533	314		4	5	15,065
White/Per cent.....	5.9	6.5	5.9	18.4	25.1	27.7	5.8	3.5	2.1				
Negro/Number.....	355	297	245	439	352	196	50	46	32		3	2	2,012
Negro/Per cent.....	17.6	14.8	12.2	21.8	17.5	9.7	2.5	2.3	1.6				
Total/Number.....	1,108	1,276	1,139	3,214	4,127	4,367	921	579	346		4	4	17,077
Total/Per cent.....	6.5	7.5	6.7	18.8	24.2	25.6	5.4	3.4	2.0				

TABLE 37.—Summary of the number and per cent of teachers of rural schools in the United States with varying amounts of education—Continued

Type of school	Education in years beyond the elementary grades										Median training beyond elementary grades		Total number of teachers reported
	1 year or less	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years or more	Years	Months		
1	2	3	4	5	6	7	8	9	10	11	12	13	
Schools with 3 or more teachers in open country:													
White (Number.....)	281	571	597	1,341	2,067	2,805	1,084	893	341	5	0	9,980	
White (Per cent.....)	2.8	5.7	6.0	13.4	20.7	28.1	10.9	8.9	3.4				
Negro (Number.....)	265	137	97	215	200	132	47	55	3	3	4	1,094	
Negro (Per cent.....)	19.0	12.5	8.9	19.7	18.3	12.1	4.3	5.0	0.3				
Total (Number.....)	489	708	694	1,556	2,267	2,937	1,131	948	344	4	8	11,074	
Total (Per cent.....)	4.4	6.4	6.3	14.1	20.5	26.5	10.2	8.6	3.1				
Consolidated schools:													
White (Number.....)	335	1,148	686	2,475	3,356	7,842	2,696	5,745	877	5	5	25,158	
White (Per cent.....)	1.3	4.0	2.7	10.0	13.3	31.2	10.7	22.8	3.5				
Negro (Number.....)	15	55	38	193	99	109	43	63	29	4	2	644	
Negro (Per cent.....)	2.3	8.5	5.9	30.0	15.4	16.9	6.7	9.8	4.5				
Total (Number.....)	350	1,201	724	2,668	3,455	7,951	2,739	5,808	906	5	5	25,802	
Total (Per cent.....)	1.1	4.6	2.8	10.3	13.4	30.8	10.6	22.5	3.5				
Schools with 3 or more teachers in villages and towns:													
White (Number.....)	971	1,554	981	3,755	5,568	13,832	5,231	11,032	2,528	5	6	45,752	
White (Per cent.....)	2.1	4.1	2.1	8.2	12.2	30.2	11.4	24.1	5.5				
Negro (Number.....)	62	96	78	291	205	192	55	108	39	4	1	1,120	
Negro (Per cent.....)	5.5	8.5	6.9	25.8	18.2	17.1	4.9	9.6	3.5				
Total (Number.....)	1,033	1,650	1,059	4,046	5,773	14,024	5,286	11,140	2,567	5	6	46,872	
Total (Per cent.....)	2.2	4.1	2.3	8.6	12.3	29.9	11.3	23.8	5.5				
Total rural teachers:													
White (Number.....)	7,617	8,036	5,688	25,896	34,196	39,361	11,750	19,315	4,950	4	8	136,809	
White (Per cent.....)	4.9	5.1	3.6	16.5	21.8	25.1	7.5	12.3	3.2				
Negro (Number.....)	1,619	1,211	901	1,916	1,301	953	295	329	138	3	2	8,933	
Negro (Per cent.....)	18.8	14.0	10.4	22.2	15.1	11.0	3.1	3.8	1.6				
Total (Number.....)	9,236	9,247	6,589	27,812	35,497	40,314	12,045	19,644	5,088	4	7	145,742	
Total (Per cent.....)	5.6	5.6	4.0	16.8	21.5	24.4	7.9	11.2	3.1				

The training situation in the 1-teacher schools of the Nation as a whole has here been discussed at some length, because in schools of this type the training problem is most acute. This class of school has also been used to show how the Tables 32-37, inclusive, are to be read and to call attention to some of the salient facts presented. The training situation in each of the other classes of rural schools and in each of the several States is similarly arranged and should be similarly read. The general training status of teachers naturally becomes somewhat higher as the size of the school increases. The tables show that in 2-teacher schools the median education for white teachers is 4 years and 5 months, for colored teachers it is 2 years and 6 months; in schools located in the open country and employing 3 or more teachers the median for white teachers is 5 years, for Negroes it is 3 years and 4 months; in consolidated schools the median for white teachers is 5 years and 5 months, and for Negroes, 4 years and 2 months; and in village schools it is 5 years and 6 months for whites and 4 years and 1 month for Negroes. If these medians are reduced to months the

differential between the median period of education found in the white 1-teacher schools and that in the white village schools is 13 months; between the 1-teacher schools and consolidated schools it is 12 months; and between 1-teacher schools and open-country schools of 3 or more teachers it is 8 months. Using the same basis and order in comparing the amount of education shown by the several classes of rural schools for Negroes results in differentials of 13 months, 14 months, and 7 months, respectively. Again, using months as the basis of comparison, it is found that the disparities between the training of the respective classes of teachers of white and Negro schools range between 12 months and 14 months. Since the terms of training in schools which Negro teachers have attended have been found to be shorter than 9 months (the average term length used in these computations) the disparities in amount of training shown for whites and Negroes are also probably too low.

Several studies⁹ have been made from time to time which have shown that there are a good many elements of difference in the nature of the duties entailed in the teaching of a small rural school and those involved in teaching in a larger school. Generally speaking, these studies have shown that the tasks to be done in the schools of the 1-room type are of a greater variety and entail greater responsibilities than does the job of teaching in the larger schools. No attempt is made in our present practices to correlate difficulty and complexity of a specific teaching job with the amount of training required to fill the job. One thing is certain from the facts presented in this portion of the study, and that is that there are still large numbers of teachers employed in our rural schools who have had little or no education whatever above that of the children they are expected to instruct. From this fact it naturally follows that many of them have had no training of any sort in the art and science of education regardless of whether the duties are simple or complex. There is scant justification for finding fault, as is so frequently done, with the way the job of education is discharged in the rural schools so long as the public tolerates so low a standard of teacher preparation as is revealed in these tables. Not much good is accomplished by declarations, however vociferous, to the effect that the minimum training standard in our schools is ideally or legally two years beyond high school as long as investigations of this type show that this standard is not adhered to. It is obvious that a different standard is in force for small rural schools, and that

⁹ McGuffey, Verne. *Differences in Activities of Teachers in 1-Teacher Schools, and of Grade Teachers in Cities*. New York, Teachers College, Columbia University, 1928. (Contributions to Education No. 346.)

Charters, W. W., and Waples, Douglas. *Commonwealth Teacher-Training Study*. Chicago, University of Chicago Press, 1929.

Carney, Mabel. *The preparation of Teachers for Rural Schools*. In *The Status of Rural Education*. Bloomington, Ill., Public School Publishing Co., 1931. (National Society for the Study of Education. Thirtieth Yearbook, Pt. I, Ch. VI.)

this standard is lower for the smaller schools than for the larger schools. The facts brought out in these tables show that even in States which have laws fixing given minimum standards, these standards are frequently not enforced. For various reasons exceptions are made and enforcement is postponed. It is clear that teachers of rural schools are still employed by local school authorities without serious regard to fitness or preservice education. Otherwise so many of them would not be found teaching in these schools. Many boards of education responsible for the welfare of rural schools obviously still make it a practice to employ the cheapest teachers obtainable regardless of fitness so long as the minimum certification qualifications prescribed by law or State regulations are met. These requirements are unfortunately still extremely low when the social significance and the technical complexity of the teacher's task are considered.

If a similar public and official attitude obtained with regard to the other professions—that is, if we allowed doctors and lawyers to enter upon and to practice their professions with education and training minima similar to those permitted for teachers—there would be a veritable storm of protests, and justly. Can we afford to continue our present practice of trusting the delicate and complex task of guiding the character development and the intellectual growth of even a portion of our children to unprepared and poorly paid teachers? Is character development and the intellectual growth of this portion of the next generation of less importance than the care of their bodies or their legal rights? Should not some attention be paid in educational requirements to the nature and complexity of the task? It should be remembered that each white teacher reported represents an average of 20 children and each colored teacher represents an average of 38 children. From the large numbers of teachers in the lower training brackets and from the percentages of the total number of teachers represented by these data it can be readily seen that the number of children who are dependent for their education upon these very poorly trained teachers is not inconsiderable.

Preservice preparation of principals in charge of rural schools.—Types of information similar in character and in tabular arrangement to those presented for the teachers employed in the rural schools are made available in Tables 38-40, inclusive, for the principals in charge of the larger rural schools. Data on education and training were gathered for the same three classes of school principals as were used in connection with the salary section of this study. The only departure from the procedure followed above is that the principals for Negro schools were consolidated with those of white schools. This was done because of the very small number of Negro principals for whom information on training was reported. Footnotes on the tables will show the total number of Negro principals included in each class.

TABLE 38.—Education of principals in charge of elementary schools only, given by States

State	Education in years beyond the elementary grades									Median training beyond the elementary grades		Total number of principals reported
	1 year or less	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years or more	Years	Months	
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States	36	62	54	111	230	463	280	302	165	5	7	11,703
Number	36	62	54	111	230	463	280	302	165	5	7	11,703
Per cent	2.1	3.6	3.2	6.5	13.5	27.2	16.4	17.7	9.7			
Alabama					1	3				5	3	4
Arizona						2	6	9	4	7	3	21
Arkansas				1	4	2	2	5		6	0	14
California			1	19		17	31	35	19	6	7	122
Colorado				5	1	4	1	1	4	5	4	56
Connecticut				1		2		1	1	6	0	5
Delaware		3	2			3	3	7	3	6	3	24
Florida				2	2	3	6	8	5	7	0	26
Georgia		2	2	1	2		4	3	2	6	2	16
Idaho						8	1			6	5	9
Illinois	15	13	3	8	15	19	9	13	2	4	6	97
Indiana	2	9	1	4	5	8	14	12	5	6	0	60
Iowa		4	1	4	4	11	9	10		6	6	38
Kansas	1	1	1	12	4	16	9	5	2	5	4	51
Kentucky					1	12	3	1		5	6	17
Louisiana		4		1	4	7	10	2		5	6	28
Maine		3		3	4	14		8		5	3	32
Massachusetts		1		2	1	14	6	2		5	5	26
Michigan		1	1	1	5	22		1		5	3	32
Minnesota		1	1		1	2		3	1	6	0	9
Mississippi				10	2	7	7	12	3	6	2	41
Missouri				2		4	4			5	7	10
Montana			1	1	4	11	3	1	4	5	6	25
Nebraska		3			1	6	1			5	2	12
New Hampshire			6			1	3	2	1	5	0	13
New Jersey				11	4	38	33	8	7	4	8	102
New Mexico						5	5	2		6	2	12
New York		8	2	3	2	6	12	17	13	6	0	68
North Carolina				1	1	1	7	11		7	0	21
North Dakota						7	3	5	2	6	6	17
Ohio	6	4	6	6	22	23	8	14	16	5	4	105
Oklahoma				2	13	8	4			4	8	27
Oregon		6	9	7	26	45	12	16	11	3	3	132
Pennsylvania			4	6	26	27	64	49	71	6	8	247
Tennessee					1	2	2	4		7	0	9
Texas						2	1	2	1	7	0	5
Utah					4	53	4	13	4	5	6	78
Vermont				2	3	3		1		5	0	9
Virginia			1	4	3	15	4	3	5	4	6	35
Washington						1	26	3	15	5	7	48
West Virginia				1	2					4	5	4
Wisconsin				3	1	11	8	2		5	2	33
Wyoming								3		8	0	3

* Includes 4 principals of schools for Negroes.

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TABLE 39.—Education of principals in charge of both elementary and high schools, given by States

State	Education in years beyond the elementary grades										Median training beyond the elementary grades		Total number of principals reported
	1 year or less	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years or more	Years	Months		
	1	2	3	4	5	6	7	8	9	10	11	12		13
Continental United States: Number..... Per cent.....	23 0.7	35 1.0	36 1.0	301 8.7	183 5.3	246 7.1	333 9.6	1,559 44.9	751 21.7				
Alabama.....			1	5	27	6	10	10	28	6	4	87	
Arizona.....								10	4	6	6	14	
Arkansas.....				3	3	2	9	16	16	7	4	49	
California.....					1			3	3	8	3	4	
Colorado.....	1		1	19	5	1		18	12	6	7	62	
Connecticut.....					2			2		8	0	2	
Delaware.....					2			3		5	5	13	
Florida.....					1			1	11	23	1	38	
Georgia.....					3			16	9	22	1	63	
Idaho.....			1					8	10	2			
Illinois.....		3											
Indiana.....	2	1	6	35	43	7	10	39	8	7	2	72	
Iowa.....				27	2	8	3	6	83	91	7	4	
Kansas.....	4	6	4	10	10	10	146	16	7	7	3	270	
Kentucky.....	1			2	1	13	8	66	14	7	2	209	
Louisiana.....					6	2		60	15	2	4	135	
Maine.....				2	5	2	10	42	15	7	2	88	
Massachusetts.....				2		2	3	8	2	7	4	76	
Michigan.....	1		2	1	2			3	1	7	1	17	
Minnesota.....		1	1	3	20	32	11	34	5	5	3	7	
Mississippi.....				2				12	1	7	8	107	
Missouri.....				10	2	24	13	77	23	7	3	19	
Montana.....				5				3		3			
Nebraska.....				9		4	4	50	7	7	4	149	
New Hampshire.....				6		4	9	46	8	7	3	70	
New Jersey.....				2		6	11	32	5	7	3	76	
New Mexico.....					1			1	7	8	3	60	
New York.....												11	
North Carolina.....	4	2	6	32	1	9	8	12	13	8	0	26	
North Dakota.....								17	40	7	5	40	
Ohio.....	1	8	2	15	1	8	12	80	102	7	6	253	
Oklahoma.....						11	4	25	17	7	4	102	
Oregon.....	2	2	5	42	9	5	15	183	110	7	5	82	
Pennsylvania.....	6	3	1	16	1	3	6	47	9	7	3	373	
South Carolina.....			2	6	2	3	2	33	9	7	3	92	
South Dakota.....		1		1	8	8	2	21	21	7	4	61	
Tennessee.....						9	6	6	6	7	3	62	
Texas.....			1	4	5	2	2	34	7	7	3	21	
Utah.....					5			5	7	7			
Vermont.....				3	8	16	11	41	4	3	2	58	
Virginia.....								4	4	7	2	71	
Washington.....							2	14	11	7	3	23	
West Virginia.....	1	1	20	4	11	14	46	12	7	7	1	109	
Wisconsin.....	1	1	2		23	11	78	10	7	7	3	125	
Wyoming.....				2	5	2	2	3	10	7	3	19	
				2	2			54	23	7	3	112	
							12	6	7	7	5	22	
1 Includes 49 principals of schools for...													

¹ Includes 49 principals of schools for Negroes.

TABLE 40.—Education of principals in charge of high schools only, given by States

State	Education in years beyond the elementary grades										Median training beyond the elementary grades		Total number of principals reported
	1 year or less	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years or more	Years	Months		
1	2	3	4	5	6	7	8	9	10	11	12	13	
Continental United States.....	12	13	28	88	62	128	87	334	290	7	3	11,202	
Number.....	0.2	1.1	2.3	7.3	5.2	10.6	7.2	44.4	21.6				
Per cent.....													
Alabama.....							3	9	10	7	8	22	
Arizona.....									1	9	0	1	
Arkansas.....									2	7	5	8	
California.....				1	2		1	9	50	8	2	66	
Colorado.....				6	2	3		15	7	7	3	33	
Connecticut.....								6		8	0	6	
Florida.....								6	18	8	3	24	
Georgia.....						1		7		7	4	8	
Idaho.....						1		4		7	4	5	
Illinois.....			4	11	19	6	4	60	17	7	2	121	
Indiana.....					1				5	8	4	6	
Iowa.....				3			1	48	4	7	4	56	
Kansas.....			1		1	5	2	80	28	7	5	117	
Kentucky.....							1	4		7	5	5	
Louisiana.....					1			1	1	8	0	3	
Maine.....			1		5	1	6	23	8	7	3	46	
Massachusetts.....					1			4	5	7	5	14	
Michigan.....		4					5	4	2	5	5	27	
Minnesota.....				3	1			6	7	7	7	17	
Mississippi.....				2				1	1	4	0	4	
Missouri.....													
Montana.....						10	1	9		6	0	20	
Nebraska.....				8			1	4	5	7	0	18	
New Hampshire.....	1			8	1			24		7	2	34	
New Jersey.....				2	1			7	7	7	7	17	
New Mexico.....								3	5	7	2	8	
New York.....			1					5		7	4	6	
North Carolina.....		1		4	1			4		4	0	10	
North Dakota.....								1	1	6	0	2	
Ohio.....	1	7	13	11	3	6	1	12	2	7	3	21	
Oklahoma.....								25	18	6	6	40	
Oregon.....					4			3		5	0	7	
Pennsylvania.....				7	3	13	4	23	13	7	2	63	
South Carolina.....			1		10	29	23	11	5	0	0	79	
South Dakota.....								2		8	0	2	
Tennessee.....				14		2		8	2	5	5	23	
Texas.....													
Utah.....						1	3	10	5	7	5	19	
Vermont.....				1		1	1	26	11	7	5	40	
Virginia.....					3			2	2	7	5	7	
Washington.....				3				19	5	7	4	32	
West Virginia.....						1	29	3	15	5	7	48	
Wisconsin.....			1	1	1	1	4	1	11	8	1	20	
Wyoming.....						5	7	23	1	7	3	34	
							2	7	2	7	5	11	

¹ Includes 5 principals of schools for Negroes.

Instead of preparing a table to summarize the training situation of the principals, as was done in Table 37 in the case of the teachers, percentage distributions are presented for the several classes of principals and for the United States as a whole immediately under

the number distributions. Similar percentages could, of course, be readily computed for each of the States.

It will be noted that training data were returned for a total number of school principals as follows: 1,703 in charge of schools attended by elementary pupils only, 3,471 having charge of schools with both elementary and high-school pupils, and 1,202 principals of schools having high-school pupils only. The training of the median principals of the three classes are, respectively, 5 years and 7 months, 7 years and 3 months, and 7 years and 3 months. It will be noted that the training of those in charge of elementary children only is distinctly lower than that for the other two classes of principals. The median training of this group was found to be slightly below the 2-year standard commonly stated as desirable for teachers, but two months higher than the median for teachers of the village schools, the class of rural teachers showing the highest training median. The other two classes of principals showed a median training equivalent to three years and three months of college work. It must, of course, be remembered that half of the principals in each group record a training lower than these medians. Indeed, an examination of the percentage distributions shows that there are considerable proportions, especially among those having elementary pupils only, who have had but one year or less of training beyond the grades. To be sure there are comparatively few with so little training in any given State, but for the Nation as a whole the number of cases mounts up. The interesting thing is that States which show principals with but one year or less of collegiate training nearly always show a considerable number in the adjoining low training brackets. This fact would seem to indicate that these States maintain a generally low training standard for those who exercise administrative and supervisory control over the rural schools. It is also interesting to find that States which show a comparatively low training median for one class of principals show similarly low medians in either one or both of the other two classes. The data in Tables 38-40, inclusive, reveal that in the States of Illinois, Michigan, New York, Ohio, Oregon, and possibly Virginia, there are disproportionately large numbers of these rural school leaders who report very small amounts of preservice training. In some of the States the number of principals in a given class is too small and the distributions too scattered to make the use of medians valid, especially if comparisons are attempted with other States. It would probably be a wiser procedure to consolidate the data for the three classes of principals in such States and in the States with which a comparison is sought. Such consolidations can easily be effected because all the distributions presented follow the same scheme.

A great many interesting implications could be drawn from the data presented in this portion of the study. The object of this part

of the study, however, has merely been to present the facts. Here and there the relationship of salient facts in the educational status of the personnel employed in the rural schools to the welfare of rural children has been pointed out. This has been done in an effort to show how the facts may be used rather than in an attempt to analyse or interpret the facts revealed.

VI. EXPERIENCE STATUS OF PERSONS EMPLOYED IN RURAL SCHOOLS

Another factor which is frequently recognized in fixing the amount of salary paid to teachers and other school employees is the number of years of various kinds of experience that these persons have acquired. In the making of fixed salary schedules it is a rather widespread practice to provide that within certain limits salaries shall increase as experience increases. It is generally believed that a great deal of scholastic and professional growth is obtained from the act of teaching itself. General observations indicate that subject-matter facts are never so well understood nor so permanently fixed in the mind as they are through an attempt to teach or clarify them to some one else. It is also widely maintained that actual experimentation in the art of teaching, when done under expert supervision, is the best possible way to gain teaching proficiency.

If these general observations are accepted as true, one is led to the conclusion that there inheres in the accumulation of experience certain values which are justly compensable and which distinctly affect the educational opportunities of children. Most attempts to study the problem have also led to the conclusion that experience does have such values. Careful, objective investigations of the influence of this factor upon the various aspects of the whole complex task of educating children need, however, yet to be made. It is, therefore, impossible to say with finality just how much or what kinds of value accrue to the act of teaching from successive increments of experience in the field.

In the absence of such definite facts on the subject it was thought wise to present general statistical data on experience as a pertinent factor in the status of teachers of rural schools. Whatever the effect of accumulated experience upon teaching performance is, it is important that school authorities should know the facts concerning the extent to which teachers persist in the profession and the relative amount of proficiency. Generally speaking, it seems fair to assume that teaching can not achieve true professional status, with all that that term implies, so long as this field of work is used as a convenient route and stepping stone to some other line of endeavor. So long as teachers regard their field of work as temporary in character, unworthy

of sustained interest and service, it is not likely that the education of our children will be as carefully studied or as effectively performed as this important social service deserves.

Experience of teachers of rural schools.—Tables 41-46, inclusive, present data for the five classes of rural teachers and by States showing the number of teachers with the various amounts of teaching or other types of professional experience. The distributions are arranged to show, on the one extreme, those teachers who have been engaged in this kind of work for only one year or less. That is to say, they are teaching their first term of school. On the other extreme the distributions show those who have been in school work for nine years or more. The limit has been fixed at nine years on the assumption that teachers gain from additional experience up to some point near this number of years, and that, in most cases, additional experience contributes comparatively little to their growth in effectiveness. Column 14 of each table shows the number of counties from which data were reported and column 13 shows the total number of teachers included in this section of the study. It should be noted that the tables giving data on experience are very similar to those presenting facts on the educational status of these teachers. They should be similarly read and an interpretation of them should proceed upon the same general statistical assumptions.

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TABLE 41.—*Experience of teachers of 1-teacher schools given by races and by States*

State	Teaching and administrative experience in years										Median experience		Total number of teachers reported	Number of counties reporting
	1 year or less	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years or more	Years	Months			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Continental United States:														
White.....	14, 145	9, 934	7, 711	5, 568	4, 422	3, 057	2, 182	2, 027	9, 122	2	8	58, 178	1, 573	
Negro.....	702	661	512	402	365	268	177	187	1, 108	3	8	4, 472	362	
Alabama:														
White.....	88	68	80	59	47	42	18	20	86	3	3	508	26	
Negro.....	91	96	87	71	70	33	26	25	128	3	5	627	24	
Arizona.....	1	2			8	1			5	4	7	17	5	
Arkansas:														
White.....	156	112	99	103	61	46	48	17	133	3	2	775	27	
Negro.....	33	31	22	29	21	13	9	7	108	5	1	273	17	
California.....	97	60	70	40	38	30	10	22	266	5	7	682	26	
Colorado.....	249	174	141	92	72	47	40	38	159	2	5	1, 012	36	
Connecticut.....	86	38	34	7	8	12	2	3	39	1	7	229	12	
Delaware:														
White.....	13	14	8	18	8	19	9	8	66	6	2	163	3	
Negro.....	2	1	4	2	3	5	2	2	32	8	1	53	3	
Florida:														
White.....	16	11	13	7	8	6	5	8	19	4	1	93	23	
Negro.....	15	7	15	3	3	3	2	4	7	2	5	59	13	
Georgia:														
White.....	60	38	41	11	7	14	8	11	36	2	3	226	34	
Negro.....	49	52	44	27	31	13	7	10	79	3	3	312	26	
Idaho.....	90	34	30	23	36	12	7	9	64	2	9	305	20	
Illinois.....	784	502	348	304	270	192	173	170	747	3	3	3, 490	36	
Indiana.....	137	166	130	96	30	49	42	18	258	3	3	926	45	
Iowa.....	1, 388	955	783	447	289	203	127	163	353	2	0	4, 708	51	
Kansas.....	1, 227	872	701	460	350	211	150	140	324	2	2	4, 435	63	
Kentucky:														
White.....	521	233	148	160	92	56	39	62	272	2	2	1, 883	37	
Negro.....	53	22	23	30	25	14	19	15	85	4	5	286	24	
Louisiana:														
White.....	19	17	7	5	12	6	2	5	15	3	1	88	19	
Negro.....	47	45	15	24	13	12	4	6	42	2	7	210	15	
Maine.....	215	163	93	88	78	45	33	36	158	2	7	903	75	
Maryland:														
White.....	132	118	81	61	36	18	25	18	188	3	1	677	23	
Negro.....	82	75	32	23	15	9	13	17	66	2	6	362	23	
Massachusetts.....	52	32	20	15	12	8	7	7	52	2	8	205	50	
Michigan.....	615	475	266	202	202	169	117	93	306	2	5	2, 445	41	

Minnesota.....	996	815	629	417	387	257	171	141	449	3	4	4,262	50
Mississippi.....	30	28	44	22	16	21	15	1	42	3	3	219	29
White.....	69	84	90	56	61	41	29	38	138	4	1	606	21
Negro.....													
Missouri.....	526	375	275	240	138	114	92	97	230	2	5	2,087	33
White.....	12	11	8	7	12	2	2	3	3	2	6	57	30
Negro.....	271	127	152	98	71	50	48	46	176	2	6	1,039	27
Montana.....	883	606	374	215	213	136	73	56	137	1	7	2,693	43
Nebraska.....													
New Hampshire.....	91	55	42	16	19	16	9	9	71	2	3	328	30
New Jersey.....	38	43	34	33	25	16	13	6	69	3	7	281	18
New Mexico.....	43	22	13	5	35	18	4	1	64	4	5	295	12
New York.....	760	522	382	189	242	178	179	184	1,150	4	1	3,786	109
North Carolina.....													
White.....	36	29	27	47	27	8	3	5	33	3	3	215	26
Negro.....	40	36	13	16	14	13	6	7	81	4	5	226	25
North Dakota.....	730	575	387	219	219	132	91	64	152	1	8	2,569	32
Ohio.....	342	237	210	142	114	88	46	55	410	3	2	1,644	40
Oklahoma.....													
White.....	451	221	177	150	105	63	50	54	209	2	3	1,480	34
Negro.....	32	32	22	25	13	17	8	13	29	3	3	191	32
Oregon.....	191	146	70	61	35	31	30	20	150	2	3	735	18
Pennsylvania.....	286	224	270	192	165	105	111	96	665	4	3	2,054	23
Rhode Island.....	9	2	2	5		3	1	1	12	5	3	35	35
South Carolina.....													
White.....	2	2	1	7	3		1		6	3	7	22	5
Negro.....	14	13	9	7	5	4	3	4	12	3	0	71	4
South Dakota.....	442	357	347	267	272	111	65	42	212	2	6	2,115	33
Tennessee.....													
White.....	234	192	140	94	78	44	35	34	218	2	7	1,059	39
Negro.....	39	35	31	28	22	12	13	7	110	4	6	297	26
Texas.....													
White.....	184	147	117	63	40	41	20	34	97	2	3	743	79
Negro.....	30	34	31	14	18	26	8	11	71	4	6	243	34
Utah.....	8	12	3	3	3	5		4	3	2	3	41	25
Vermont.....	151	136	88	61	38	38	22	18	119	2	5	671	58
Virginia.....													
White.....	107	46	42	51	25	20	6	7	57	2	6	362	28
Negro.....	92	82	54	29	24	38	16	13	117	3	1	465	32
Washington.....	148	82	81	53	53	27	19	15	153	2	8	611	24
West Virginia.....													
White.....	126	102	93	108	101	65	46	29	260	4	3	930	12
Negro.....	2	5	12	10	14	13	8	8	60	7	2	132	13
Wisconsin.....	975	618	541	559	314	233	155	126	408	2	6	3,929	48
Wyoming.....	149	129	77	53	57	28	25	34	54	2	1	586	11

TABLE 42.—Experience of teachers of 2-teacher schools given by races and by States

State	Teaching and administrative experience in years										Median experience		Total number of teachers reported	Number of counties reporting
	1 year or less	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years or more	Years	Months			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Continental United States:														
White	1,928	2,019	1,942	1,561	1,271	1,049	779	614	3,232	3	7	14,395	1,574	
Negro	261	313	274	267	211	173	142	130	767	4	6	2,527	375	
Alabama:														
White	95	77	82	18	15	53	27	38	91	7	5	616	27	
Negro	40	67	46	42	38	30	18	10	49	3	4	317	24	
Arizona:														
White	7	1	3	1		1		2	3	2	3	18	5	
Negro														
Arkansas:														
White	84	66	62	67	48	46	25	36	147	3	8	612	27	
Negro	25	23	16	10	14	10	5	9	84	6	0	196	17	
California:														
White	38	18	18	24	15	16	16	3	89	5	1	237	25	
Negro	46	30	36	33	21	30	18	10	74	4	1	298	36	
Colorado:														
White	18	19	6	3	8	4	4	2	20	2	7	84	13	
Negro	1	2	3	5	4	7	5	2	21	6	5	50	3	
Connecticut:														
White	1					4	1	4	18	8	2	28	3	
Negro														
Delaware:														
White	12	10	7	5	9	13	5	3	13	4	4	74	23	
Negro	4	4	6	8		6	2		8	3	5	38	14	
Florida:														
White	35	70	42	11	26	5		5	20	2	0	214	33	
Negro	9	11	12	4	4		1	2	19	3	4	67	27	
Georgia:														
White	40	35	35	23	23	11	7	10	49	3	2	233	19	
Negro														
Idaho:														
White	39	33	31	39	23	23	11	17	93	4	5	309	34	
Negro	34	40	60	33	28	18	15	12	122	4	4	362	47	
Illinois:														
White	15	22	17	5	10	6	6	1	22	3	1	114	53	
Negro	54	97	89	101	57	46	20	38	68	3	4	569	66	
Indiana:														
White	61	43	69	40	17	25	18	14	83	3	2	370	37	
Negro	2	2	6	2	5	4	1	3	11	5	2	36	24	
Iowa:														
White	18	14	36	7			5							
Negro	7	13	11	14	25	8	5	4	21	3	1	138	19	
Kansas:														
White	25	33	34	40	12	7	6	1	18	3	8	90	14	
Negro														
Kentucky:														
White	44	46	46	30	30	29	23	19	173	5	4	442	23	
Negro	37	40	20	17	8	14	10	7	67	3	6	220	23	
Louisiana:														
White	26	18	14	8	8	15	9	5	51	5	1	154	52	
Negro	51	49	38	25	36	12	7	10	52	3	1	278	39	
Maine:														
White														
Negro														
Maryland:														
White														
Negro														
Massachusetts:														
White														
Negro														
Michigan:														
White														
Negro														

Minnesota.....	44	37	64	51	50	27	32	16	75	4	0	396	47
Mississippi:													
White.....	35	14	35	11	28	16	19	7	29	4	0	194	31
Negro.....	43	46	30	28	31	25	31	7	139	4	4	380	21
Missouri:													
White.....	27	15	21	23	12	11	2	1	18	3	0	130	34
Negro.....	1		1	1	2					4	0	6	34
Montana.....	19	18	22	14	15	12	11	11	19	3	7	141	30
Nebraska.....	42	32	21	24	21	10	14	12	30	3	3	206	44
New Hampshire.....	26	15	17	15	4	3	4	2	32	3	0	118	30
New Jersey.....	26	29	24	22	31	14	9	7	64	4	3	226	18
New Mexico.....	12	11	8	7	9	6	26	35	26	6	5	140	12
New York.....	82	79	44	21	37	59	33	26	231	5	5	612	110
North Carolina:													
White.....	56	69	40	72	36	14	9	8	66	2	2	370	26
Negro.....	21	28	17	27	24	20	20	8	91	5	4	256	25
North Dakota.....	19	36	29	16	25	13	13	10	17	3	4	172	32
Ohio.....	45	45	43	41	32	21	28	20	130	4	8	405	40
Oklahoma:													
White.....	165	115	115	31	72	64	42	40	130	3	5	766	35
Negro.....	19	9	19	13	8	5	5	6	22	3	7	97	38
Oregon.....	72	28	41	45	22	18	13	7	72	3	0	348	19
Pennsylvania.....	34	39	48	35	34	28	31	22	135	5	4	406	24
Rhode Island.....	2	2					3		5	6	6	12	8
South Carolina:													
White.....	12	11	6	11	12	9	16	7	18	4	8	102	5
Negro.....	10	13	8	9	7	4	3	6	18	3	8	78	4
South Dakota.....	6	19	11	5	10	4	6	6	16	4	4	75	40
Tennessee:													
White.....	148	178	143	164	92	77	49	36	253	3	6	1,080	39
Negro.....	39	17	18	16	17	8	4	7	79	5	0	196	26
Texas:													
White.....	197	296	258	170	102	112	77	46	200	3	0	1,388	81
Negro.....	10	20	15	25	12	13	10	10	23	3	8	138	36
Utah.....	19	18	14	5	2	4	3	2	11	2	1	78	26
Vermont.....	23	20	14	24	5	4	8	4	46	3	6	148	60
Virginia:													
White.....	33	67	50	42	43	27	11	5	38	3	2	316	29
Negro.....	41	40	43	35	22	15	20	9	95	4	0	320	36
Washington.....	51	67	60	21	27	19	14	13	112	3	6	384	24
West Virginia:													
White.....	13	15	16	25	20	25	9	13	70	5	5	205	12
Negro.....	1		5	5	7	5	4	11	26	7	4	64	15
Wisconsin.....	45	48	57	87	67	67	43	18	95	4	2	527	48
Wyoming.....	10	2	4	1	2	3	2	1	5	2	7	30	12

TABLE 43.—Experience of teachers of schools employing three or more teachers and located in the open country given by races and by States

State	Teaching and administrative experience in years									Median experience		Total number of teachers reported	Number of counties reporting
	1 year or less	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years or more	Years	Months		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental United States:													
White.....	1,479	1,516	1,636	1,421	1,264	1,026	785	627	3,130	4	2	12,884	1,705
Negro.....	124	150	126	123	102	87	55	59	351	4	5	1,190	363
Alabama:													
White.....	104	190	95	122	102	68	42	54	134	4	0	841	29
Negro.....	10	24	20	19	12	11	14	11	22	3	8	143	28
Arizona.....	32	35	40	33	46	26	21	27	35	4	1	295	7
Arkansas:													
White.....	34	39	35	35	38	31	10	27	61	4	2	310	28
Negro.....	4	3	1	4	3	2	2	1	20	8	0	40	22
California.....	49	47	33	23	24	26	12	13	73	3	8	300	32
Colorado.....	31	28	38	24	16	16	14	4	56	3	5	227	38
Connecticut.....	4	3	30	1	3	1	1	1	3	2	4	46	13
Florida:													
White.....	7	4	4	5	1	1	2	1	9	3	3	34	23
Negro.....	1	1	4	3	1	1	2	1	5	3	0	18	21
Georgia:													
White.....	25	59	23	41	12	12	3	2	33	3	8	190	39
Negro.....	3	2	2	3	3	1	1	1	4	3	6	18	33
Idaho.....	44	31	43	29	30	17	5	10	50	3	3	259	21
Illinois.....	18	24	16	22	17	13	22	10	52	5	0	194	44
Indiana.....	34	27	29	34	22	24	17	17	66	4	4	270	46
Iowa.....	5	3	6	5	2	1	2	2	7	3	5	33	65
Kansas.....	41	31	32	25	22	19	15	7	36	3	3	228	71
Kentucky:													
White.....	27	15	27	26	29	12	8	6	50	4	1	200	38
Negro.....	1	2	2	1	5	5	1	1	4	5	5	15	32
Louisiana:													
White.....	19	11	30	27	11	19	10	8	35	3	8	170	19
Negro.....	3	2	5	2	2	2	1	1	5	3	0	19	16
Maine.....	6	6	12	4	13	6	1	1	21	4	5	69	82
Maryland:													
White.....	266	286	279	228	222	217	188	124	1,137	5	8	2,947	23
Negro.....	39	31	24	18	14	5	5	8	73	3	7	217	23
Massachusetts.....	24	35	18	19	29	21	15	11	61	4	6	233	53
Michigan.....	22	30	28	16	11	15	10	20	48	4	5	200	46
Minnesota.....	8	8	14	8	8	4	8	4	23	4	5	85	53

[illegible]

EXPERIENCE STATUS

TABLE 44.—Experience of teachers of consolidated schools given by races and by States

State	Teaching and administrative experience in years									Median experience		Total number of teachers reported	Number of counties reporting
	1 year or less	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years or more	Years	Months		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental United States:													
White.....	3,188	2,947	3,022	2,747	2,396	1,851	1,397	1,114	4,983	3	8	23,645	1,681
Negro.....	46	71	56	97	59	75	27	45	170	4	8	646	28
Alabama:													
White.....	107	103	124	123	122	82	87	48	145	4	1	941	29
Negro.....	4	7	10	7	7	2	6	1	12	4	0	56	36
Arizona.....	13	5	6	3	5	3	5	4	11	4	1	55	9
Arkansas:													
White.....	27	39	38	15	37	25	21	14	58	4	4	274	30
Negro.....	2	8	4	2	2	5	2	2	9	5	0	36	22
California.....	38	42	42	35	46	36	24	9	108	4	6	380	36
Colorado.....	78	111	86	67	66	49	49	36	131	3	8	673	19
Connecticut.....	9	8	48	4	6	4	2	4	22	2	7	107	13
Delaware:													
White.....	13	15	17	12	11	12	10	20	86	7	3	196	3
Negro.....	1	1		2	1		2		1	4	0	8	3
Florida:													
White.....	2	5	8	47	20	5	4	2	6	3	7	99	25
Negro.....	1	2		16	5				3	3	5	27	21
Georgia:													
White.....	80	67	113	82	95	31	41	8	91	3	4	608	39
Negro.....	3	2	2	1	3	2		1	8	5	5	22	34
Idaho.....	7	5	3			1			1	1	2	17	26
Illinois.....	26	17	27	27	19	14	5	9	81	4	0	195	47
Indiana.....	239	285	269	204	208	165	132	155	576	4	5	2,203	48
Iowa.....	227	264	226	145	125	96	72	62	183	2	8	1,400	50
Kansas.....	48	40	35	33	51	42	24	18	51	4	0	362	64
Kentucky: White.....	49	55	48	70	51	33	24	25	76	3	8	431	43
Louisiana: White.....	31	16	39	30	45	57	21	25	64	5	0	328	21
Maine.....	16	15	3	8	7	1		3	18	3	2	71	84
Massachusetts.....	24	35	18	19	29	21	15	11	61	4	7	233	54
Michigan.....	37	25	25	30	25	16	17	14	58	4	3	247	48
Minnesota.....	46	54	45	27	34	21	21	7	14	2	7	273	54

TABLE 45.—Education of teachers of schools employing three or more teachers and located in villages and towns, given by races and by States

State	Teaching and administrative experience in years										Median experience		Total number of teachers reported	Number of counties reporting
	1 year or less	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years or more	Years	Months			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Continental United States:														
White.....	5,401	4,871	5,034	4,339	3,829	3,202	2,504	2,329	9,571	4	2	41,080	1,589	
Negro.....	79	70	109	111	143	76	71	66	347	5	3	1,072	390	
Alabama:														
White.....	163	120	152	135	127	83	72	45	246	4	0	1,143	28	
Negro.....	18	16	24	27	25	16	16	14	51	4	7	207	30	
Arizona:														
White.....	19	13	11	11	11	9	8	8	21	4	1	111	6	
Negro.....	1	4	11	7	4	1	4	6	32	7	4	70	18	
Arkansas:														
White.....	97	81	70	69	70	124	47	77	209	5	2	844	29	
Negro.....	1	4	11	7	4	1	4	6	32	7	4	70	18	
California:														
White.....	106	124	185	261	100	64	50	39	265	3	6	1,194	31	
Negro.....	120	162	107	98	77	67	56	53	229	4	3	909	37	
Colorado:														
White.....	28	10	19	7	16	7	5	4	34	4	0	128	12	
Negro.....							1	2	2	8	4	3	3	
Connecticut:														
White.....	44	27	41	56	40	38	54	35	88	5	0	423	25	
Negro.....	1	3	2	1	2	1			2	3	0	12	16	
Delaware:														
White.....	50	38	32	29	28	71	10	18	56	4	5	332	24	
Negro.....	3	3	3	6	6	6		8	6	5	2	38	32	
Florida:														
White.....	79	63	86	45	41	28	40	24	70	3	2	476	22	
Negro.....														
Georgia:														
White.....	238	230	194	171	100	173	161	126	662	5	2	2,145	33	
Negro.....	83	80	115	94	61	44	41	47	192	4	1	757	49	
Idaho:														
White.....	287	213	371	217	165	134	162	103	405	3	7	2,087	52	
Negro.....	227	241	256	268	210	167	133	122	369	4	0	1,993	61	
Illinois:														
White.....	35	29	30	25	24	23	22	12	65	4	5	265	40	
Negro.....	1	1	1	1	1	2	1	2	10	8	0	20	32	
Indiana:														
White.....	83	63	88	81	150	79	70	60	172	4	6	846	21	
Negro.....	6	5	14	11	14	5		18	4	2	77	16		
Iowa:														
White.....	86	64	56	42	42	35	36	17	167	4	5	545	79	
Negro.....	93	64	68	68	44	37	28	26	216	4	6	644	72	
Kansas:														
White.....	220	170	167	156	125	114	90	77	273	3	8	1,392	43	
Negro.....	90	98	131	72	57	43	26	34	100	3	0	651	54	
Kentucky:														
White.....	83	63	88	81	150	79	70	60	172	4	6	846	21	
Negro.....	6	5	14	11	14	5		18	4	2	77	16		
Louisiana:														
White.....	86	64	56	42	42	35	36	17	167	4	5	545	79	
Negro.....	93	64	68	68	44	37	28	26	216	4	6	644	72	
Maine:														
White.....	220	170	167	156	125	114	90	77	273	3	8	1,392	43	
Negro.....	90	98	131	72	57	43	26	34	100	3	0	651	54	
Massachusetts:														
White.....	83	63	88	81	150	79	70	60	172	4	6	846	21	
Negro.....	6	5	14	11	14	5		18	4	2	77	16		
Michigan:														
White.....	86	64	56	42	42	35	36	17	167	4	5	545	79	
Negro.....	93	64	68	68	44	37	28	26	216	4	6	644	72	
Minnesota:														
White.....	220	170	167	156	125	114	90	77	273	3	8	1,392	43	
Negro.....	90	98	131	72	57	43	26	34	100	3	0	651	54	

TABLE 46.—*Summary of the number and per cent of teachers of rural schools in the United States with varying amounts of teaching experience*

Type of school	Teaching and administrative experience in years										Median experience	Total number of teachers reported
	1 year or less	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years or more	Years	Months	
1	2	3	4	5	6	7	8	9	10	11	12	13
1-teacher schools:												
White (Number)	14,145	9,934	7,711	5,568	4,422	3,057	2,192	2,027	9,122	2	6	58,178
White (Per cent)	24.3	17.1	13.2	9.6	7.6	5.2	3.8	3.5	15.7			
Negro (Number)	702	661	512	402	365	268	177	187	1,198	3	8	4,472
Negro (Per cent)	15.6	14.8	11.4	9.0	8.2	6.0	4.0	4.2	26.8			
Total (Number)	14,847	10,595	8,223	5,970	4,787	3,325	2,369	2,214	10,320	2	6	62,650
Total (Per cent)	23.7	16.9	13.1	9.5	7.6	5.3	3.8	3.5	16.5			
2-teacher schools:												
White (Number)	1,948	2,016	1,942	1,561	1,274	1,049	759	614	3,232	3	7	14,395
White (Per cent)	13.5	14.0	13.4	10.8	8.9	7.3	5.3	4.3	22.5			
Negro (Number)	291	310	274	257	211	175	142	100	767	4	6	2,527
Negro (Per cent)	11.5	12.3	10.8	10.2	8.3	6.9	5.6	4.0	30.4			
Total (Number)	2,239	2,326	2,216	1,818	1,485	1,224	901	714	3,999	3	8	16,922
Total (Per cent)	13.2	13.8	13.1	10.7	8.8	7.2	5.3	4.2	23.6			
Schools with 3 or more teachers in open country:												
White (Number)	1,479	1,516	1,636	1,421	1,264	1,026	785	627	3,130	4	2	12,884
White (Per cent)	11.5	11.8	12.7	11.0	9.8	8.0	6.1	5.1	24.2			
Negro (Number)	124	150	136	126	102	87	55	59	351	4	5	1,190
Negro (Per cent)	10.4	12.6	11.4	10.6	8.6	7.3	4.6	5.0	29.5			
Total (Number)	1,603	1,666	1,772	1,547	1,366	1,113	840	686	3,481	4	3	14,074
Total (Per cent)	11.4	11.8	12.5	11.0	9.7	7.9	6.0	4.9	24.7			
Consolidated schools:												
White (Number)	3,188	2,947	3,022	2,747	2,396	1,851	1,397	1,114	4,983	3	8	23,645
White (Per cent)	13.5	12.5	12.8	11.6	10.1	7.9	5.9	4.7	21.0			
Negro (Number)	46	71	56	97	59	75	27	45	170	4	8	646
Negro (Per cent)	7.1	11.0	8.6	15.2	9.1	11.6	4.2	6.9	26.3			
Total (Number)	3,234	3,018	3,078	2,844	2,455	1,926	1,424	1,159	5,153	3	8	24,291
Total (Per cent)	13.5	12.4	12.7	11.8	10.1	7.9	5.8	4.8	21.2			
Schools with 3 or more teachers in villages and towns:												
White (Number)	5,011	4,871	5,034	4,339	3,829	3,202	2,504	2,329	9,571	4	2	41,080
White (Per cent)	11.1	11.9	12.3	10.4	9.3	7.8	6.1	5.7	23.3			
Negro (Number)	9	70	109	111	143	76	71	66	347	5	3	1,072
Negro (Per cent)	7.4	6.5	10.1	10.4	13.3	7.1	6.6	6.2	32.4			
Total (Number)	5,020	4,941	5,143	4,450	3,972	3,278	2,575	2,395	9,918	4	2	42,152
Total (Per cent)	11.0	11.7	12.2	10.6	9.3	7.8	6.1	5.7	23.5			
Total rural teachers:												
White (Number)	36,161	21,284	19,345	15,636	13,185	10,185	7,637	6,711	30,038	3	4	150,182
White (Per cent)	17.4	14.2	12.9	10.4	8.7	6.8	5.1	4.5	20.0			
Negro (Number)	1,242	1,262	1,087	893	880	681	472	457	2,833	4	3	9,907
Negro (Per cent)	12.5	12.7	10.9	10.0	8.9	6.9	4.8	4.6	28.6			
Total (Number)	37,403	22,546	20,432	16,529	14,065	10,866	8,109	7,168	32,871	3	5	160,089
Total (Per cent)	17.1	14.0	12.8	10.3	8.8	6.8	5.1	4.5	20.5			

Employing the same procedure which was followed in the previous section attention will now be directed particularly to the data given for the 1-teacher schools of the Nation as a whole. A discussion of the data for this group of teachers, it is hoped, will serve to illustrate the use of all the tables dealing with experience and will call attention to some of the significant facts which these tables can be made to reveal. Detailed data by States may be found for the 1-teacher group in Table 41. Additional summary data are given in Table 46. It is found from these tables that of the 62,650 teachers reported, 58,178 are white and 4,472 are Negro. Of the white teachers, 14,145 had one year or less of teaching experience; 9,934 had taught more

than one year but not more than two years; 7,711 had taught three years; 5,568 had taught four years; 4,422 had been in the work five years; 3,057, six years; 2,192, seven years; 2,037, eight years; and 9,122 had been teaching as many as nine years or longer. From Table 46, it may be seen that for the Nation as a whole these experience groups divide themselves into the following percentages, respectively: 24.3, 17.1, 13.2, 9.6, 7.6, 5.2, 3.8, 3.5, and 15.7. In other words nearly one-fourth of all the teachers employed in 1-room schools for whites have been in this work one year or less. The percentages shrink rapidly as the number of years of experience increases. These facts indicate clearly the transient character of the teaching force of 1-room schools. Indeed, the median teacher is found to have been engaged in teaching a total of but two years and six months. Considerably more than half of the teachers of 1-teacher schools have been teaching for a total of less than three years.

In the case of Negro teachers of 1-teacher schools a somewhat better showing is established, the percentages for the respective years of experience being: 15.6, 14.8, 11.4, 9.0, 8.2, 6.0, 4.0, 4.2, and 26.8. It will, therefore, be seen that the proportion of Negro teachers with nine or more years of experience is considerably greater than is true of white teachers; relatively smaller proportions of the Negro teachers are found in the lower experience brackets. The median Negro teacher in 1-teacher schools had three years and eight months of experience. The general tendency of Negro teachers to remain longer in the profession than white teachers is also noticeable in the larger rural schools. This is probably due to the fact that Negroes do not have as many opportunities as the whites to make advantageous shifts either to larger and better school systems or to positions outside of the school system.

Many of the individual States show a transiency in the teaching staff of 1-room schools considerably greater than that found for the Nation as a whole. For example, in Connecticut 37.6 per cent of these teachers are in their first year of teaching, and the median teacher has had but one year and seven months of teaching experience. Other States which might be cited as showing comparatively small amounts of professional experience among the teaching staff of 1-teacher schools are: Nebraska, North Dakota, Kentucky, Kansas, and Iowa. Still other States follow closely, but those cited will suffice to show how the tables may be used. If comparisons are to be undertaken between the several States it is obvious that both the State medians and the distributions must be considered. In order to facilitate comparisons between distributions it will be necessary to reduce the numbers given in the tables to percentages. Since the

total numbers of teachers reported for each State are given in the tables such percentages can be readily found. If reference is had to column 14 of these tables and to Table 1 of the study the proportionate number of the superintendents reporting experience data for a given State may be ascertained.

There are marked differences between the experience status of teachers of 1-room schools and of teachers of larger schools. If the data given in Table 44 for the Nation as a whole are considered it is found that teachers of 2-teacher schools show considerably more experience than the teachers of 1-room schools; those in consolidated schools compare rather closely in respect to experience with those in 2-teacher schools except that the Negro teachers in the consolidated schools show somewhat smaller proportions at both ends of the distributions; teachers of schools located in the open country and employing three or more teachers and those in village or town schools show approximately the same experience status. It is somewhat surprising that the teachers of the 2-teacher schools should make so much better showing in the matter of experience than those in 1-room schools and that the consolidated schools should appear at a disadvantage in this regard to the other large open-country schools which are not consolidated. One would expect that the experience status would in general keep pace with the size of the school and with the population of the places in which the schools are located. One would expect experience to run parallel with such advantages as salary, school buildings and equipment, living conditions, etc., all of which usually improve with the size of the school and of the population center. From the facts showing the experience status of rural children it seems obvious that tenure is influenced by certain additional factors. It is not the purpose of this study to ferret these out. Suffice it to say that the data here presented give a fair picture of the experience status of the teaching staffs of the various classes of rural schools and that they provide the facts with which much more detailed studies can be made for the Nation as well as for individual States.

TABLE 47.—Experience of principals in charge of elementary schools only, given by States

State	Teaching and administrative experience in years										Median experience		Total number of principals reported
	1 year or less	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years or more	Years	Months		
1	2	3	4	5	6	7	8	9	10	11	12	13	
Continental United States—													
Number.....	55	80	92	109	106	101	85	76	692	7	8	11,396	
Per cent.....	3.9	5.7	6.6	7.8	7.6	7.2	6.1	5.4	49.6				
Alabama.....					1				3	8	3	4	
Arizona.....	1	1		1	1	2	2	2	8	7	5	19	
Arkansas.....				5		1	1		5	6	0	12	
California.....		3	7	5	10	7	7	3	33	6	7	75	
Colorado.....			5	3	3	2	4		14	6	6	31	
Connecticut.....		1		1	1	1			6	8	2	10	
Delaware.....	3	1	1	2	2	1	1	2	11	8	0	24	
Florida.....			1	2	3	1	3	2	11	8	0	23	
Georgia.....			3	2	2	1			5	5	0	13	
Idaho.....									1	9	0	1	
Illinois.....	4	9	3	2	1	2	5	5	53	8	1	84	
Indiana.....			1	2	6		5		11	6	7	25	
Iowa.....	2	1	1	2	1		1	1	26	8	3	35	
Kansas.....	2	7	4	12	7	12	3	3	17	5	1	67	
Kentucky.....		1	2	5	2	3		2	2	4	1	17	
Louisiana.....		1		1	4	5	2	3	15	8	0	31	
Maine.....	2	2	2	1	2	3	1	2	10	7	0	25	
Massachusetts.....	1	3	2	7	2	2	2	2	17	7	0	38	
Michigan.....	1	1	1	5	1	3	1	2	7	5	6	22	
Minnesota.....		2	1		1	1	1		1	5	0	7	
Mississippi.....	2	2	2	3	10	2	1	2	16	5	5	40	
Missouri.....	1	2	2	3	1					4	0	9	
Montana.....			2	2	1	1			9	8	2	15	
Nebraska.....	2	1	1	1			1	1		3	0	7	
New Hampshire.....	1		2	1			1	1	4	7	0	10	
New Jersey.....	3	4	2	5	3	4	3	5	72	8	2	101	
New Mexico.....	4			2	1				5	5	0	4	
New York.....	4	7	3	3		8	3	2	56	8	2	86	
North Carolina.....			4	1	1	2	2	2	11	8	0	23	
North Dakota.....	1	5	4	4	1	1		1		2	6	17	
Ohio.....	8	3	9	0	5	9	11	11	73	8	0	135	
Oklahoma.....		1				2			2	6	0	8	
Oregon.....	8	8	5	6	9	2	8	2	58	8	0	106	
Pennsylvania.....	1	3	6	3	6	2	3	11	51	8	1	86	
Tennessee.....					1		1		6	8	3	8	
Texas.....		2							2	7	0	5	
Utah.....	2	5	1	2	3	7	2	2	29	8	0	53	
Vermont.....	1								4	8	4	5	
Virginia.....	2		3	2	0	4	2	2	12	6	0	34	
Washington.....		2	3		4	5	1	3	20	8	0	38	
West Virginia.....		1							3	8	3	4	
Wisconsin.....	2	1	5	7	4	3	5		5	4	2	32	
Wyoming.....			4			2	1	2	2	6	0	11	

¹ Includes 6 principals of schools for Negroes.

TABLE 48.—Experience of principals in charge of both elementary and high schools, given by States

State	Teaching and administrative experience in years										Median experience		Total number of principals reported
	1 year or less	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years or more	Years	Months		
1	2	3	4	5	6	7	8	9	10	11	12	13	
Continental United States:													
Number.....	104	129	202	227	296	239	220	182	1,656				
Per cent.....	3.2	4.0	6.3	7.1	8.3	7.5	6.9	5.7	51.0	8	0	3,205	
Alabama.....	2	4	3	7	4	9	3	7	51	8	1	90	
Arizona.....	1	1			1		2	1	2	8	0	8	
Arkansas.....				3	3	5	6	14	22	7	5	86	
California.....			1	1	1	2	2		20	8	3	27	
Colorado.....	2	1	4	7	2	4	6	2	33	8	0	61	
Connecticut.....							2		1	7	0	3	
Delaware.....			1					2	10	8	4	13	
Florida.....					2	2	3	1	9	8	1	17	
Georgia.....	3	9	3	4	5	6	1	3	33	8	0	67	
Idaho.....	1	1	1	1	3	2	2		3	5	0	14	
Illinois.....	3	5	3	6	3	3	1	6	41	8	1	71	
Indiana.....	4	1	2	8	11	11	19	11	176	8	2	243	
Iowa.....	6	9	16	19	27	15	15	10	40	5	1	157	
Kansas.....	5	10	15	10	8	11	3	9	52	6	0	129	
Kentucky.....	3	5	6	9	12	9	7	4	36	6	2	91	
Louisiana.....	1		4	2	3	2	13	5	54	8	2	84	
Maine.....	1		1	1	1	1	2	1	6	7	0	14	
Maryland.....									18	9	0	18	
Massachusetts.....			1	2	1	2	1	2	5	7	0	11	
Michigan.....	1	6	8	6	8	5	1	1	17	4	6	53	
Minnesota.....	3		5	2	3	3		2	11	5	6	29	
Mississippi.....	1	3	1	16	8	21	9	7	49	6	8	115	
Missouri.....	5	7	6	6	8	4	2		15	4	3	54	
Montana.....	5	3	5	2	3	1	3	2	21	7	5	45	
Nebraska.....	6	5	4	4	15	6	1	3	17	4	7	61	
New Hampshire.....	1	2	3	1				1	3	3	0	11	
New Jersey.....			1		2				23	7	4	26	
New Mexico.....	1	4	3		1	1	1		10	7	0	21	
New York.....	10	12	21	14	22	21	15	10	129	8	0	254	
North Carolina.....	3	1	12	10	9	9	11	4	52	7	2	111	
North Dakota.....	5	6	15	6	9	6	8	4	38	4	7	77	
Ohio.....	6	4	18	17	23	16	23	14	208	8	1	329	
Oklahoma.....	2	1	6	7	5	4		6	38	8	0	69	
Oregon.....	8	6	1	3	10	1	3	3	15	4	6	50	
Pennsylvania.....	3	5	5	4	9	12	12	17	103	8	1	170	
South Carolina.....	1			2		1	4		13	8	2	21	
South Dakota.....	1	3	6	6	7	5	2	5	11	5	0	46	
Tennessee.....	2		1	3	4		3	4	28	8	1	45	
Texas.....	1		4	4	5	3	5	5	23	7	5	50	
Utah.....			2	1		4			10	6	0	17	
Vermont.....	1	1	1	3	1	4	3	1	7	6	0	22	
Virginia.....	2	5	4	11	14	12	5	8	48	7	2	109	
Washington.....	2	2	3	4	5	4	5	3	74	8	2	102	
West Virginia.....						1			12	8	4	13	
Wisconsin.....	1	5	3	7	9	9	11	6	58	8	0	109	
Wyoming.....	1	2	3	2		3	1		10	6	0	22	

¹ Includes 47 principals of schools for Negroes.

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TABLE 49.—*Experience of principals in charge of high schools only, given by States*

State	Teaching and administrative experience in years									Median experience		Total number of principals reported
	1 year or less	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years or more	Years	Months	
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States												
Number	44	49	76	95	93	89	50	65	496	7	3	1,018
Per cent	4.3	4.8	7.5	9.3	9.1	7.9	4.9	6.4	45.8			
Alabama				1		1	1	4	14	8	2	21
Arizona				1						4	0	1
Arkansas					1	3	1	1	2	6	6	8
California		2	1	6	2	4	1	1	30	8	2	47
Colorado	2	5	3	2	4	12	2	5	18	7	4	43
Connecticut									1	9	0	1
Florida					1	1		1	6	8	3	9
Georgia	1	1	6						1	12	5	9
Idaho			2						1	3	0	4
Illinois	3	2	5	8	4	11	3	3	77	8	2	116
Indiana									4	9	0	4
Iowa	5	1	4	6	2	2		2	5	3	6	27
Kansas	6	15	8	14	12	16	6	7	31	5	4	165
Kentucky						2			1	6	0	3
Louisiana									3	9	0	3
Maine	3	5	4	4	4	6		3	11	5	0	40
Maryland									14	9	0	14
Massachusetts			2	3	2	1		3	8	7	6	19
Michigan	1	2	2	2	3	1			5	4	3	16
Minnesota				1	6	1		2	7	7	5	17
Mississippi									4	9	0	4
Missouri	1	1	2	2	2	1			1	3	5	10
Montana				1	1				2	5	0	4
Nebraska	2	2	3	4	3	3	2	1	2	4	0	22
New Hampshire		2	3	2		1	1		7	6	0	16
New Jersey					1	1	1		5	8	2	8
New Mexico				1					5	8	4	6
New York		1			4				2	5	0	7
North Carolina									1	9	0	1
North Dakota	3	2	2	1	2			1	6	5	0	17
Ohio	2		8	3	3	7	6	4	35	8	0	68
Oklahoma		1		1		1			8	8	4	11
Oregon	3	4	6	6		1	6	6	28	7	6	60
Pennsylvania	1	5	5	3	11	3	10	4	32	6	8	74
South Carolina			1	1					3	9	2	2
South Dakota	3	2	1	9		1			3	3	4	19
Tennessee	1	2	1		2	2	1	1	13	8	1	23
Texas	4	1	1		1	2				2	0	9
Utah	1		1	4	1	1	2	1	21	8	2	32
Vermont		1							3	8	3	4
Virginia	1		2	1	12	2	1		13	5	0	32
Washington				2	3				19	8	2	28
West Virginia				1			1	2	1	7	8	13
Wisconsin	1	1	2	5		2	3	8	8	6	6	35
Wyoming			1		1			2	2	7	5	6

1 Includes 5 principals of schools for Negroes.

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The professional experience of the principals in charge of rural schools.—Tables 47-49, inclusive, present data showing the experience of the principals in charge of the three types of the larger rural schools. The distributions are arranged similarly to those presented for the several classes of teachers except that owing to their small number, principals of Negro schools are not given separately.

It will be noted first of all that, by and large, all three classes of principals show markedly larger amounts of teaching and administrative experience than any or all of the classes of teachers. Obviously, experience is one of the qualifications through which principals come into their positions. Comparatively small numbers of these functionaries are found in the lower distribution ranges of experience and nearly 50 per cent of them have been in school work for nine years or more.

For the Nation as a whole the principals in charge of schools with high-school pupils only show slightly smaller amounts of experience than the other two classes; those whose schools are composed of both elementary and secondary pupils show slightly the largest total experience. The median experience of the last-named group is 8 years, for those having high schools only it is 7 years and 3 months, and for those having elementary schools only the median principal shows 7 years and 8 months of experience. The distributions should be considered in evaluating these medians.

For the individual States the measures of central tendencies are in some cases not very meaningful due to the small number of cases involved. Unless the total number is comparatively large one or two cases can greatly distort the figures. In some cases it may be advisable to consolidate the data for the three classes in order to get a true picture of the experience status of rural school principals. For many of the States, however, sufficiently large numbers of principals were reported in each class to make the medians valid in themselves and to warrant comparisons between the several classes. The numbers of principals having charge of schools enrolling both elementary and secondary pupils are naturally larger than those in the other two classes. For the Nation as a whole experience data were returned for a total of 5,619 principals. Of these 1,396 were in charge of elementary schools only, 3,205 had both elementary and secondary pupils, and 1,018 had charge of high schools only. These totals are large enough to be considered as valid indices of the experience situation among the various groups who are administratively responsible for the rural schools.

VII. THE MATURITY STATUS OF TEACHERS OF RURAL SCHOOLS

It is frequently stated that as a class teachers of rural schools are disproportionately young; that they are beginners. The experience tables have indicated that about 17 per cent of all teachers of rural schools are teaching their first year of school and that of those employed in 1-room schools nearly a fourth are new to the profession. The tables presenting data on the education of these teachers show that nearly 6 per cent of the entire group and nearly 10 per cent of those in the 1-room schools have one year or less of education beyond the elementary school. These facts show clearly how many of these teachers are teaching for the first time and they point toward the likelihood that many begin teaching at a very early age.

On the other hand there are in most of the States regulatory or legal provisions designed to set a minimum age for entrance into teaching positions and thus to guard against too much immaturity in the schoolroom. These age regulations usually appear as prerequisites to the issuance of teaching certificates. The minimum age fixed by State regulations for obtaining the lowest type of a certificate is 16 in 1 State, in 4 others it is 17, in 31 States it is 18 years, in 1 it is 19, and in 1 it is 23. Ten States either have no regulation on the matter of minimum entrance age to teaching or the existence of such a provision could not be ascertained. It is clear from these regulations that most of the school authorities of the States consider 18 years to be the minimum age at which persons should be allowed to begin teaching. The general idea back of these provisions obviously is that it is unwise to trust the very immature with so important a social duty as teaching in our schools.

With a view of ascertaining the actual practice in the rural schools with regard to the employment of very young teachers, the questionnaires sent to the county and other superintendents of rural schools requested that all the rural teachers in their employ who were then 20 years of age or younger be reported. The data resulting from this part of the investigation are presented in Table 50. A total of 816 superintendents responded to this section of the inquiry. They reported a total of 11,704 teachers who were 20 years of age or younger. Of these, about two-thirds were reported as teaching in 1-room schools. Exact information is not available, but careful estimates show that the proportion of teachers 20 years of age or younger is about twice as great in the 1-teacher schools as it is in the 2-teacher schools, and that it is nearly four times as great as the proportion of those of this youthful age found in the three classes of larger schools. Incidentally, it was found that there was comparatively little difference between the proportion of very young teachers in the three classes of

larger open country rural schools. The proportion was lowest in village schools. It should also be noted at this point that data for Negro teachers were not included in these tabulations because of the small numbers reported. The fact that so few Negro teachers were reported as 20 years of age or younger probably means that Negroes do not often achieve teaching positions until they are more than 20 years old. Also they tend to remain longer in the profession once they enter it. This latter fact naturally accounts for fewer beginners thus affecting the proportions of teachers in the very young age groups.

Since most of the very young teachers were found in 1-room schools, percentages were computed to show by States the approximate proportions in each age group for all the teachers employed in schools of this type. The percentages were based upon the total number of teachers estimated to be teaching in the 1-room schools of each of the States. The estimates were computed upon the total number of these teachers reported from the counties answering the questionnaire. It will be seen from the right-hand section of Table 50 that for the Nation as a whole 23.5 per cent of all teachers of 1-room schools are 20 years of age or younger. The States of West Virginia, Louisiana, Missouri, Iowa, Michigan, and Arkansas show, respectively, the following percentages of very young teachers in 1-room schools: 40.6, 38.8, 37.2, 35.3, 34.5, and 33.6. Several additional States could be cited as showing more than one-fourth of these teachers as being 20 years of age or younger.

Georgia shows 21.9 per cent of these teachers between the ages of 17 and 18. Nebraska and Arkansas show, respectively, 17.2 and 12.4 per cent in these age groups.

A considerable number of the teachers of rural schools are not yet 16 years old. For the Nation as a whole, 0.2 per cent of the teachers of 1-teacher schools are of this very youthful age. Wisconsin shows 1 per cent in this group, Massachusetts and Arkansas each shows 0.8 per cent, California 0.7 per cent, and Illinois 0.6 per cent. Twelve of the other States show persons 16 years or younger employed in the 1-teacher schools.

Other detailed evidence could be cited to show the extreme youth of a large part of the teaching staff of 1-teacher schools, but those pointed out above will suffice to illustrate the use of Table 50. The brief discussion will serve to point out that the matter of the youth of the candidate is still a problem of real concern in the rural schools, and that this problem is largely limited to the smaller rural schools.

The data given in Table 50 do not give a complete picture of the extreme youth of many of those teaching in the rural schools. It gives a still picture, as it were, showing the youthfulness of recent entrants. The superintendents were asked to report the ages of the

teachers as they were when the report was made. It is, therefore, safe to assume that a great many of those now more than 20 years of age began teaching before they were 20 years old. Also there is a probable source of error inherent in the disposition of both the teacher and the superintendent to give cases doubtful of meeting the age standard the benefit of the doubt. The proportion of very young teachers is, therefore, probably greater than the table indicates.

It is pertinent to question the wisdom of permitting such young teachers to be employed in the rural schools, especially when it is remembered that they are largely without supervision, that their tasks are particularly responsible and complex, and that the future of the child is so largely in their hands. Instead of putting these immature beginners in a teaching situation where in a large number of cases they must be the sole arbiters of the child's school life, would it not be wiser to place young beginners in the larger schools where they could have the guidance of supervisors or associates and where the responsibility for the child's educational development is shared with one or more persons?

TABLE 50.—Number of white teachers 20 years of age or younger given by age groups and by States—also approximate per cent of all teachers employed in 1-teacher schools in the age groups indicated

State ¹	1-teacher schools				2-teacher schools				3 or more teacher schools in open country				Consolidated schools				3 or more teacher schools in villages				Per cent of 1-room teachers					Number of counties reporting	
	16 or less	17 to 18	19 to 20	Total less than 20 years of age	16 or less	17 to 18	19 to 20	Total less than 20 years of age	16 or less	17 to 18	19 to 20	Total less than 20 years of age	16 or less	17 to 18	19 to 20	Total less than 20 years of age	16 or less	17 to 18	19 to 20	Total less than 20 years of age	16 or less	17 to 18	19 to 20	Total less than 20 years of age			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		
Continental United States.....	77	1,209	6,318	7,604	4	138	931	1,073	3	28	409	440	11	77	823	911	39	80	1,357	1,676	0.2	3.7	19.6	23.5	816		
Alabama.....		9	25	34		15	39	54		9	36	45		13	34	47		6	25	31		3.3	9.2	12.5	16		
Arkansas.....		5	82	134	221		16	68	84		1	4	38		3	27	30		12	43	55		12.4	20.4	33.6	21	
California.....		12	2	36	40			24	24		1	2	90		2					77	77		.7	12.3	13.7	10	
Colorado ²		12	7	82	191		1	26	27		3	20	23		1	18	19		1	1	23	25		1.0	27.0	28.3	25
Connecticut ¹				14	14			2	2			1	1											11.4	11.4	7	
Florida.....			1	10	11		1	6	7			8	8			6	6		2	10	12		2.1	21.3	23.4	10	
Georgia.....			4	1	5			1	2						1	1	3					21.9	5.5	27.4	24		
Idaho.....				16	16			4	4				12	12		1	1			1	1			14.0	14.0	7	
Illinois.....		13	41	346	409		2	20	22		3	3			2	2		2	55	57	.6	1.9	16.0	18.5	21		
Indiana.....			13	79	92		1	20	21			6	6	1	17	100	118		3	7	10		2.7	16.5	19.2	20	
Iowa.....		9	101	986	1,096			12	12		3	3	3		117	120	6		231	237	.3	3.2	31.8	35.3	33		
Kansas.....		1	71	648	720		45	133	178		2	2			46	46	2	3	26	31	.1	2.9	26.9	29.9	35		
Kentucky.....			15	134	149	1	5	31	37		1	5	6	1	1	11	13			1	1		4.7	15.6	17.3	20	
Louisiana ¹			1	13	14			12	12			12	12			1	1		2	18	20		2.7	36.1	38.8	8	
Maine ¹		4	23	106	133		2	30	32							9	9	1	2	17	20	.8	4.6	21.3	26.7	41	
Maryland ¹																											
Massachusetts ¹				10	10		1	1	2			2	2	3	5	3	11		3	3				9.4	9.4	24	
Michigan.....		4	75	387	466			19	19			7	7			8	8		118	118	.3	5.5	28.7	34.5	21		
Minnesota ¹		3	141	458	602		2	31	33			1	1			13	13		1	140	141	.1	6.5	20.9	27.4	26	
Mississippi.....				7	7							1	1		3	15	18							15.6	15.6	6	

VIII. SUMMARY AND CONCLUSIONS

In keeping with the general plan outlined at the outset no attempt was made to analyze in detail the vast amount of data presented in this study. The discussion has, therefore, been devoted: (1) To the citation of facts which condition the meaning of the data rather than to pointing out the implications involved. This was done because the manner of gathering the facts naturally tends to limit the scope and the value of these facts; the statistical procedure followed is another factor which determines the meaning and value of the facts. These, it has been the purpose of the text to point out and to clarify. (2) Another important purpose throughout the study has been to show how the tables are read. This has been done both by explanation and through illustration. Rather than attempting to evaluate and weigh the facts and thus arriving at certain definite conclusions, there has been an effort to show how the data are arranged in the tables, how the data may be employed, and how additional facts concerning rural teachers may be gleaned from the data presented. The thought throughout was that the various detailed distributions might serve as basic material facilitating further research into the specific problems of rural school personnel in the several States and geographic regions. (3) Besides these an effort was made to call attention to some of the problems which the facts bring to the fore. Certain queries were found to stand out naturally. These the text has attempted to formulate into what seemed to be basic questions, the purpose being to stimulate thought concerning these problems and to motivate further study. The data bring out a great many interesting and significant facts concerning the present status of teachers in rural schools. These, it may be suggested, it would be well to supplement by additional facts of local and State interest and translate into news items and other publicity units with the purpose of giving to the people generally a better and a more widespread understanding of the true nature and character of the education now provided in their rural schools.

The object of the study may, therefore, be summarized as an attempt to present an actual fact picture of the present-day status of rural teachers and to make these facts as usable as possible. It is hoped that school authorities and other students of education will use these facts in bringing and keeping before the public the problems implied in and related to the facts presented and that they will work toward the end that greater justice be done the rural child educationally. Since the purposes stated above have been adhered to throughout the study there can logically be no general conclusion or recommendations from what the data reveal.

The facts reported in this study lead to the estimate that there are in the United States a total of nearly 217,000 schools which are located in rural communities and are under the immediate administrative

control of county and other superintendents of rural schools. These schools enroll nearly 11,000,000 children commonly designated as rural, and in them are employed a total of something more than 400,000 teachers and about 15,000 principals. Of this vast army of teachers about 360,000 are white and 40,000 are Negro. These teachers are distributed between the various classes of rural schools approximately as indicated in Table 4. It is this great group of teachers and principals upon whom the children living in the rural communities of the Nation must to a large degree depend for their education.

If all of these 400,000 teachers of rural schools were arrayed first on the basis of the amount of annual salary received, then on the basis of the number of days employed per year, then on the basis of educational achievement, and finally on the basis of the number of years they have been teaching, the following would be an approximate composite of the middle teacher of each array: She receives a annual stipend of \$926; for this sum of money she works a total of 163 days, or about one week more than 8 school months; she has acquired a total education equivalent to slightly less than one year beyond graduation from high school; and she has been teaching for a total of three years and five months.

Nearly 40 per cent of the entire group of teachers employed in the rural schools are teaching in 1-room schools. From this we may estimate that about 150,000 of the teachers of the United States are employed in this type of school. Of this number approximately 131,500 are white and 18,500 are of the Negro race. Summarizing the general status of the white teacher in this group of schools we find the following composite when medians are taken from the several arrays of data: She is paid an annual salary of \$883; for this sum she works 162 days; she has an education equal to high-school graduation plus attendance at one summer school; and she has been teaching for a total of two years and six months. Nearly one-fourth of the entire group is 20 years of age or younger, and about 4 out of every 100 are not more than 18 years of age.

Using the percentages derived from this study the education of both the white and Negro teachers of America's 1-room school may be depicted as follows:

If we were to imagine the 153,306¹⁰ 1-room teachers recently reported by the States as standing side by side, one every 3 feet, their ranks would extend in an unbroken line for a distance of 87½ miles. If this army of teachers were arranged in such a way that the one having received the least amount of training stood at one end and the one having received the largest amount of training at the other, a person reviewing this great company would find it necessary to walk a distance of 14¾ miles before coming to a teacher with a train-

¹⁰ Reports from State departments of education for 1928 gave a total of 153,306 one-room schools. (Biennial Survey of Education, 1926-1928, p. 468.) A study of the rate of consolidation by 2-year intervals for the decade 1918-1928 leads to 150,000 as a fair estimate for 1930.

ing longer than two years of high school; he would have to walk nearly half the entire distance before coming to one with more training than high-school graduation; he would have to continue his walk for a distance of 66½ miles before reaching the first teacher with the equivalent of two years of normal-school education; and he would have to prolong his walk to a point 3 miles from the end of the line before coming to the first teacher who had the equivalent of a college education.

Continuing this type of summarization to the matter of the salaries paid in all 1-room schools of the Nation it is found that a marcher beginning at the end where the lowest paid teachers are located would have to traverse 8.5 miles, or nearly one-tenth of the length of the line, before coming to the first teacher receiving as much as \$500 per year; he would have to march 33.5 miles before coming to a teacher who receives \$750 per year; and he would have to continue his review for 74.6 miles, 12.5 miles from the end, before finding the first teacher who receives \$1,000 per year.

If this same group of teachers were now rearranged on the basis of experience the reviewer would have to walk 20.6 miles before finding the first one who has had any teaching experience before the current year; he would have to continue his trek for a total of 35.4 miles before he should come to a teacher who has been teaching for more than two years; and he would have to travel a distance of 55 miles, less than one-third from the end of the entire line-up, before coming to one who has had a total teaching experience of as much as five years. The reviewer would find that as his march progresses the proportionate number of Negroes in the line increases.

It will also be of interest at this point to attempt a cross-section summary of the status of the Negro teacher of 1-room schools. The disparities when compared to the teachers of white schools are marked. The investigation indicated that there are in the United States about 18,500 Negro teachers of 1-room schools. The median teacher in this group is paid an annual salary of \$314; for this sum she teaches a total of 123 days; she has received an education equal to about 2 years and 6 months above the elementary school; and she has been employed as a teacher for about 4 years.

The status of the principals who are in charge of the rural schools may be reviewed in a like manner, revealing the following: There are employed in the rural schools of the Nation approximately 15,000 school principals; that is to say, about 2 out of every 5 rural schools employing 3 or more teachers have someone who devotes one-half or more of his time to administrative and supervisory activities. The salary paid to the median principal is \$1,884; he has a training equal to about seven years beyond the elementary grades (that is equivalent to about normal school graduation), and he has been in school work for a total of about eight years.

Similar summaries could, of course, be made for various other groups of individuals comprising the staff of the rural schools. Those given above deal with the major groups. They sketch briefly the status of the following groups: All classes of rural teachers taken as a group; those in 1-room schools for whites, who represent the major class; those in 1-room Negro schools, who, perhaps, represent the most extreme status problem in rural-school personnel; and the principals, who are responsible for the administration and supervision of the larger rural schools.

IX. APPENDIX: QUESTIONNAIRE FORMS EMPLOYED IN THE STUDY

Salaries of teachers in the rural schools (1) which are directly under the supervision of the county, district, or town superintendent

(Before filling read carefully the directions on last page)

Name of officer reporting ----- Post office ----- State -----

Superintendent of what county? ----- (or) district ----- (or) town -----

A. AMOUNTS OF SALARIES PAID IN RURAL SCHOOLS

Number of teachers receiving salaries indicated					Number of principals receiving salaries indicated (6)			
Annual salaries, see directions (2)	In 1-teacher schools	In 2-teacher schools	In 3 or more teacher schools in open country (3)	In consolidated schools (4)	In 3 or more teacher schools in villages and towns (5)	In elementary school only	In organized high school only	In schools having both elementary and high school pupils
Less than \$300.....								
\$300-\$399.....								
\$400-\$499.....								
\$500-\$599.....								
\$600-\$699.....								
\$700-\$799.....								
\$800-\$899.....								
\$900-\$999.....								
\$1,000-\$1,099.....								
\$1,100-\$1,199.....								
\$1,200-\$1,299.....								
\$1,300-\$1,399.....								
\$1,400-\$1,499.....								
\$1,500-\$1,599.....								
\$1,600-\$1,699.....								
\$1,700-\$1,799.....								
\$1,800-\$1,899.....								
\$1,900-\$1,999.....								
\$2,000-\$2,099.....								
\$2,100-\$2,199.....								
\$2,200-\$2,299.....								
\$2,300-\$2,399.....								
\$2,400-\$2,499.....								
\$2,500-\$2,599.....								
\$2,600-\$2,699.....								
\$2,700-\$2,799.....								
\$2,800-\$2,899.....								
\$2,900-\$2,999.....								
\$3,000-\$3,499.....								
\$3,500-\$3,999.....								
\$4,000 and over.....								
Total.....								

B. TOTAL NUMBER OF SCHOOLS, AVERAGE ENROLLMENT, AVERAGE DAYS SCHOOLS WERE IN SESSION, AND DISTRIBUTION OF TEACHERS BY NUMBER OF DAYS EMPLOYED (7)

Types of schools	Total number of schools	Average enrollment per school	Average number of days schools were in session	Number of teachers teaching number of days indicated							
				Less than 70	70-89	90-109	110-129	130-149	150-169	170-189	More than 190
1-teacher.....											
2-teacher.....											
Schools in open country with 3 or more teachers.....											
Consolidated schools.....											
Schools in villages and towns with 3 or more teachers.....											
Total for all classes.....											

C. NUMBER OF TEACHERS AND PRINCIPALS UNDER YOUR SUPERVISION WITH TRAINING INDICATED (8)

Types of teachers and principals	Training in years beyond the eighth grade (9)								
	1 year or less	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years or more
Teachers of—									
1-teacher schools.....									
2-teacher schools.....									
Schools in open country with 3 or more teachers.....									
Consolidated schools.....									
Schools in villages and towns with 3 or more teachers.....									
Totals for all classes of teachers.....									
Principals of—									
Elementary schools only.....									
High school only.....									
Both elementary and high school.....									
Totals for all classes of principals.....									

D. NUMBER OF TEACHERS AND PRINCIPALS UNDER YOUR SUPERVISION FALLING IN THE FOLLOWING EXPERIENCE AND AGE GROUPS (8)

	Teaching and administrative experience in years (Include present year)									Age at last birthday		
	1 year or less	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years or more	16 or less	17 to 18	19 to 20
Teachers of—												
1-teacher schools												
2-teacher schools												
Schools in open country with 3 or more teachers												
Consolidated schools												
Schools in villages and towns with 3 or more teachers												
Totals for all classes of teachers												
Principals of—												
Elementary school only												
High school only												
Both elementary and high school												
Totals for all classes of principals												

E. INFORMATION ON SALARY SCHEDULES IN SCHOOLS UNDER YOUR SUPERVISION

Is a definite salary schedule being followed in the territory under your supervision? Year it was put into operation: Does it provide a minimum salary? Amount: Does it provide a maximum salary? Amount: Are regular increases provided? Number of increases provided: Amount of each increase:

DIRECTIONS

1. In order that this study may be as complete and as accurate as possible and that there may be close agreement as to which schools you should include in this report and which exclude, please follow these directions closely. Report salary, training, and experience data for all schools located in the open country or in villages and towns of fewer than 2,500 population which are under your supervision or which make regular reports to your office. Attach to this report a list of all school systems in your territory located in villages of fewer than 2,500 which are not responsible to your office and which are therefore not included in your detailed report. Since we hope to gather this type of salary information from the "independent" school systems located in these small places, will you please make this list as complete as possible, giving the name of the superintendent and his post-office address. The population of the village should be based on the latest census available. Indicate which date is used. The following form is suggested for the report which you attach:

Name of school or independent system	Name of superintendent or principal	Address	Census date used
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2. Convert the monthly payments into annual salaries. For example, a teacher employed for seven months at \$90 per month is receiving an annual salary of \$630, and is accounted for on the line following the figures \$600-\$699, and under the heading for the class of school in which she teaches.

3. Under this class report data for schools not consolidated which are located in open country and all or nearly all of whose pupils live on farms.

4. Under consolidated schools report data for rural schools formed by the union or combination of two or more district schools formerly existing separately, either with or without transportation. Whenever this definition is applicable to "union" or "centralized" schools these should be reported under this class.

5. Under this class report data for schools under your supervision which are not consolidated and which are located in villages and towns with a population fewer than 2,500. List schools in "independent" city systems with fewer than 2,500 population as directed above and return with this form.

6. Report data for those principals only who are devoting at least one-half of their time to administration and supervision. Principals giving more than one-half of their time to teaching duties should be reported as teachers. Include both junior and senior high school principals.

7. Enrollment and term length data should be given for the school year 1928-29. Holidays and other days schools are not in session should not be included. Be sure to give complete data in columns 2, 3, and 4. If the number of teachers can be distributed as to the number of days taught, the information will be very helpful. If data can not be separated for classes of schools, give totals only. Where more than one teacher fills the same teaching position within the same school year, report same as one teacher.

8. If possible, training, experience and age data should be taken from the records. Give your best estimate if exact figures are not available. If data can not be separated for classes of schools, give totals only.

9. In States where the elementary period closes with the seventh grade, years of training should be reckoned from this point.

